

**Helping fourth graders at Aspaen Gimnasio Cantillana improve reading comprehension in
L2 through Shadow Reading**

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Dedication

First of all, I dedicate this project to God who is my guide in every step I give, who illuminated every word, every idea, every paragraph, every chapter of this study.

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Table of Contents

	Page
Introduction _____	15
1. The Study _____	17
1.1 Rationale of the Study _____	17
1.2 Statement of the Problem _____	19
1.3 Justification of the Problem's Significance _____	20
2. State of the Art _____	22
3. Objectives of the Study _____	27
3.1 General Objective _____	27
3.2 Specific Objectives _____	27
4. Theoretical Framework _____	28
4.1 Reading Comprehension _____	28
4.2 Reading Instruction _____	29
4.3 Shadow Reading _____	31
4.4 Silent Reading _____	34
4.5 Peer Reading _____	35
4.6 Content and Language Integrated Language (CLIL) _____	36
5. Research Design _____	38
5.1 Instructional Design _____	39

5.2 Context	40
5.3 Sample Population	41
5.4 Researcher' Role	42
5.5 Data Collection Instruments	42
5.5.1 Test.	43
5.5.2 Survey.	43
5.5.3 Group Interview.	43
5.5.4 Reading Tasks	44
5.6 Ethical Issues.	44
6. Pedagogical Intervention	45
6.1 Phase 1	47
6.1.1 Intervention N° 1.	47
6.1.2 Intervention N° 2.	48
6.1.3 Reflection Phase 1.	50
6.2 Phase 2	50
6.2.1 Intervention N° 1.	51
6.2.2 Intervention N° 2.	53
6.2.3 Intervention N° 3.	54
6.2.4 Intervention N° 4.	55
6.2.5 Intervention N° 5.	56
6.2.6 Intervention N° 6.	58
6.2.7 Intervention N° 7.	59
6.2.8 Intervention N° 8.	60

6.2.9 Intervention N° 9. _____	61
6.2.10 Intervention N° 10. _____	63
6.3 Reflection Phase 2 _____	65
7. Data analysis and results _____	66
7.1 Data analysis _____	66
7.2 Validation _____	68
7.3 Results Analysis _____	69
7.3.1 Test. _____	69
7.3.2 Phase 1 Results. _____	73
7.3.3 Phase 1 group interview. _____	75
7.3.5 Phase 2 Results. _____	79
7.3.5.1 Phase 2 Results - Part 1. _____	79
7.3.5.2 Phase two Results - Part 2. _____	81
7.3.5.3 Phase two Results - Part 3. _____	84
7.3.6 Group interview. _____	86
7.3.7 Survey Results Analysis. _____	91
8. Findings and Conclusions _____	98
8.1 Following reading strategies _____	99
8.2 Independence and self-confidence when reading _____	101
8.3 Sociocultural awareness _____	102
8.4 Importance of collaborative guiding _____	103
8.5 Reinforcement of Pre-reading activities _____	104
8.6 Significance of the results _____	106

8.7 Pedagogical implications _____	108
8.8 Limitations of the present study _____	109
8.9 Further research _____	110
References _____	112
Appendix _____	117

List of Tables

	Page.
Table 1. Lesson plan Intervention 1 Phase 1. _____	48
Table 2. Lesson plan Intervention 2 Phase 1. _____	49
Table 3. Lesson plan Intervention 1 Phase 2. _____	52
Table 4. Lesson plan Intervention 2 Phase 2. _____	53
Table 5. Lesson plan Intervention 3 Phase 2. _____	54
Table 6. Lesson plan Intervention 4 Phase 2. _____	56
Table 7. Lesson plan Intervention 5 Phase 2. _____	57
Table 8. Lesson plan Intervention 6 Phase 2. _____	58
Table 9. Lesson plan Intervention 7 Phase 2. _____	59
Table 10. Lesson plan Intervention 8 Phase 2. _____	60
Table 11. Lesson plan Intervention 9 Phase 2. _____	62
Table 12. Lesson plan Intervention 10 Phase 2. _____	63
Table 13. AGC's grading system _____	66
Table 14. Instruments application sequence. _____	67
Table 15. Student's result example. _____	72
Table 16. Student's result example. _____	73

List of Figures

	Page.
<i>Figure 1:</i> Adapted from the Cyclical Action Research model based on Kemmis and McTaggart (as cited in Burns, 2010, p.2).	40
<i>Figure 2.</i> YLE Flyer Test.....	70
<i>Figure 3.</i> Survey – Students answers.....	91

List of Appendix

	Page.
Appendix A. YLE Flyers Test Sample _____	117
Appendix B. Survey _____	118
Appendix C. Group interview phase 1 _____	120
Appendix D. Group interview phase 2 _____	121
Appendix E. School permission _____	122
Appendix F. Parents' consent _____	123
Appendix G. Interventions – phase 1 _____	126
Appendix H. Group interview's answers phase 1 – sample _____	140
Appendix I. Interventions – phase 2 _____	142
Appendix J. Group interview's answers phase 2 – sample _____	176
Appendix K. Phase 1 – Tasks 1–2 Results _____	179
Appendix L. Phase 2 – Tasks 1-3 Results. _____	180
Appendix M. Phase 2 – Tasks 4-7 & 10 Results _____	181
Appendix N. Phase 2 Tasks 8 & 9 Results _____	182

Resumen

TITULO: AYUDANDO A ESTUDIANTES DE CUARTO GRADO DEL COLEGIO ASPAEN GIMNASIO CANTILLANA A MEJORAR LA COMPRESION DE LECTURA A TRAVES DE LA ESTRATEGIA DE LECTURA SOMBREADA*

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PALABRAS CLAVE: LECTURA SOMBREADA, LECTURA EN PARES, LECTURA SILENCIOSA, ESTRATEGIA, COMPRESIÓN DE LECTURA

DESCRIPCIÓN:

Este estudio de investigación de acción con enfoque mixto tiene como objetivo determinar cómo la lectura sombreada puede ayudar a los estudiantes de cuarto grado de ASPAEN Gimnasio Cantillana, en Piedecuesta, a mejorar su comprensión de lectura en inglés. En el cual para verificar el progreso de los estudiantes en comprensión de lectura, se realizó una encuesta, dos entrevistas grupales y se aplicaron 12 actividades de lectura. A través de la aplicación de las estas actividades, se utilizaron diferentes estrategias para la comprensión de lectura, como la lectura silenciosa y la lectura entre pares, en combinación con la lectura sombreada, esta estrategia se elige aprovechando la buena capacidad auditiva que los estudiantes tienen aquí, mientras que los estudiantes escucharon la voz del profesor también leían al mismo tiempo. Los datos recopilados muestran que los estudiantes de cuarto grado mejoraron significativamente sus habilidades de comprensión de lectura, ya que hubo un desarrollo de independencia y confianza en sí mismos al leer, un fortalecimiento de la conciencia sociocultural que es una exploración de CLIL (contenido y lengua para el aprendizaje de una lengua) a través de la lectura de diferentes tipos de artículos en cada sección donde los estudiantes podrían aprender sobre otras culturas y explorar el inglés como segunda lengua (L2), la importancia de la guía colaborativa para lograr la comprensión de lectura y un empoderamiento de las actividades previas a realizar lecturas haciendo énfasis en la palabra clave antes de leer un texto en L2.

* Proyecto de grado

** Facultad de Ciencias Humanas Escuela de Idiomas Maestría en Didáctica de la Lengua Directora: Olga Lucia Uribe Enciso Master in Teaching English as a Foreign Language

Abstract

TITLE: HELPING FOURTH GRADERS AT ASPAEN GIMNASIO CANTILLANA IMPROVE READING COMPREHENSION IN L2 THROUGH SHADOW READING *

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Keywords: *Shadow reading, Peer reading, Silent reading, strategy, reading comprehension.*

This mixed approach action research study aims at determining how Shadow Reading can help fourth grade students from ASPAEN Gimnasio Cantillana, in Piedecuesta to improve their reading comprehension in English. In this study to check the students' progress in reading comprehension, a survey, two group interviews were held and 12 reading tasks were applied. Through the application of reading tasks, different reading strategies such as Silent Reading and Peer Reading were used in combination with Shadow Reading, this strategy is chosen taking advantage of the good listening abilities the students have in here while the students listened to teacher's voice they also read at the same time. The data gathered shows that students from fourth grade improved significantly their reading comprehension abilities since there was a development of independence and self-confidence when reading, a strengthen of sociocultural awareness which is an exploration of CLIL (content and language integrated learning) through the reading of different types of articles in each section where the students could learn about other cultures and explore English as a second language (L2) , an importance of collaborative guiding to achieve reading comprehension and an empowerment of pre-reading activities making emphasis on key word before reading a text in L2.

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Introduction

The following is an action research experience as a teacher of English as a foreign language (EFL). The main purpose of this study was helping learners from elementary level to improve reading comprehension in English through Shadow Reading (ShR). The problem is centered on the low level of reading comprehension skills in English (L2)¹ among the students from fourth grade at ASPAEN (Asociación para la Enseñanza) Gimnasio Cantillana school (AGC), which is a Cambridge Associated School, in Piedecuesta Santander; the difficulty in understanding texts written in English language has been a factor that does not allow the students to develop reading habits. That led to design, implement and evaluate a didactic intervention to provide possible solutions to this problematic situation.

There are some factors that might help solve the problem of this study. For instance, the analysis of different cultural studies, strategies for teaching - learning a L2, the importance of developing reading comprehension skills in elementary levels, and also the importance of implementing reading strategies and instruction to achieve reading comprehension.

In chapter 1, the rationale of the study and the statement of the problem are presented, in which the importance of developing reading comprehension skills is fundamental to understand texts written in a foreign language. In this chapter, Shadow Reading (ShR) is showed as a strategy to solve the problematic situation presented previously.

¹ In this document, English as a foreign language will be referred as L2.

In Chapter 2, this project presents previous studies in connection with the issue of this intervention; followed by Chapter 3 in which a general objective and specific objectives were planned to develop strategies that lead to a possible solution.

In Chapter 4, concepts and theories related to reading comprehension are presented, such as Shadow Reading, Silent Reading (SR), Peer Reading (PR) and Content and Language Integrated Learning (CLIL). All these concepts are taken into account in order to achieve the objective of this study.

In addition, a mixed approach action research was carried out to accomplish the goals of this study as shows in Chapter 5 and 6. The analysis of data gathered in this study through the applications of different tools such as reading tasks, group interviews, tests and a survey is presented in Chapter 7.

Finally, Chapter 8 presents the results and findings of this study, in which it is possible to mention five aspects such as following reading strategies, the development of independence and self-confidence when reading, the strength of sociocultural awareness, the relevance of having a collaborative guiding and the reinforcement of pre-reading activities.

1. The Study

1.1 Rationale of the Study

William Grabe (2009) mentioned that “it is important to recognize that many people in the world read more than one language. People have learned to read in second or third languages for many reasons, including interactions with different cultures, academic purposes, immigration, etc” (p. 4). As a bilingual school, AGC is implementing Content and Language Integrated Learning (CLIL) approach so that the students can explore and learn L2 through content; in this case, while they read in English, they also learn about different contents and situations which are relevant for their academic process. Therefore, reading is essential not only for acquiring the language and learning different contents, but also for communicating and developing critical thinking and autonomy.

Teaching students how to read in English is one of the main goals at the school; thence, there is one specific subject that the students take specially to develop reading skills; this course is aimed at helping students improve L2 reading, expand their L2 vocabulary and learn about different topics. In addition, it is important to lead the students to comprehend what they read in class, what they read at home as homework, what they read at the library, or what they read just for pleasure. Even though the students have a good English level, in regard to language comprehension, the students understand L2 oral texts better than L2 written texts. They struggle with L2 reading comprehension as they can barely identify important ideas or finer shades of meaning in the text which lead them to prefer listening rather than reading the texts.

Grabe (2009) affirmed that there are differences in first language (L1) and L2 reading which cause difficulties in L2 reading; for example, readers have little L2 background knowledge, little experience in L2 reading and limited L2 linguistic knowledge in terms of grammar, lexis and discourse. Besides, L2 reading involves both the L1 and the L2 as some reading comprehension strategies resort to the L1 use, which might also cause L1 negative interference. In addition, Grabe (as cited in Uribe, 2015) stated that L2 reading requires learners to pay attention to both language and content which is more cognitively demanding. Also, Spanish native speakers encounter difficulties with L2 reading in English because of word recognition: firstly, in English there is no sound-letter correspondence as in Spanish, and secondly, English is a stress-timed language while Spanish is a syllable-timed language, which makes some words seem short when they are pronounced but long when they are written.

In order to improve students' reading comprehension, ShR was chosen as a strategy with fourth graders from AGC. This strategy was implemented during the reading classes and consisted on using listening to help learners understand written texts better. Commander and De Guerrero (2013) suggested that ShR strategy in classes allows the teachers to provide the students with a technique where they are the central point and the teacher just plays a role as a guide. This strategy allows students to develop reading comprehension skills in L2 so that their performance in other subjects such as Math, Science and English grammar improve day after day by implementing reading techniques.

1.2 Statement of the Problem

This project was conducted with a group of 20 fourth-grade students with elementary English level at AGC, a private school located in Piedecuesta – Santander. Since AGC is also a Cambridge Associated School, it is considered a bilingual institution where the students achieve a high level in English language skills (writing, reading, listening and speaking) due to the different subjects that are taught in English and the amount of hours per week that they are exposed to this language.

Nonetheless, reading comprehension has been the main concern for teachers and students at AGC School. It has been observed that students present difficulties in reading comprehension; according to interviews to the group, exam results and others teachers' comments, when students read by themselves, they find it difficult to understand the meaning. Specially in exams where the students have reading comprehension exercises most of them find difficult to complete comprehension answers and show low scores in reading sections. However, reading comprehension is easier for them when they listen to the audio or even when someone else reads aloud to them. The students are concerned about the misunderstanding of some words because they sound different from the form they are written; hence, students find it easier to recognize them when hearing the pronunciation.

Due to this problematic situation that fourth graders face when reading, this action research looks for developing reading abilities through the practice of ShR as a teaching strategy in the classroom in order to answer the following question:

How can Shadow Reading help fourth graders improve reading comprehension?

1.3 Justification of the Problem's Significance

Developing reading skills in L2 young learners has become a very important aim for teachers in their classes. Creating reading habits in students is fundamental in their language learning process. Allington (2002) pointed out that “students need enormous quantities of successful reading to become independent, proficient readers” (p. 743). However, if learners find difficult to understand what they read, it is a hard task to help them develop good reading habits and become independent readers. Hence, developing reading strategies at early age is essential for students in order to have a better understanding of written texts especially when they are learning a foreign language. It also contributes to the development of other skills such as writing and grammar and the acquisition of more vocabulary in L2.

As a bilingual and international school, AGC encourages its students to develop advanced reading skills since during their senior high school age, they take different academic international examinations, such as IELTS (International English Language Testing System) and IGCSE (International General Certificate of Secondary Education). In order to have a good performance in these tests, it is needed to apply a reading strategy which is “a deliberate action that readers take voluntarily to understand a text” (Pritchard, 1990, p. 275). In regard to this, ShR as a reading strategy helps the students to develop understanding while they read in English. Besides, this makes the students feel aware about using reading strategies to improve their reading comprehension and become successful readers. In this way, from a methodological point of view, a set of educational interventions were designed to guide the students in the development of their L2 reading skills.

On a practical level, this action research presents an opportunity for the school to highlight problems observed in the students when they are learning English. For example, problems regarding reading has been detected in AGC's students since they present difficulties in reading comprehension, and the intervention with strategies for improving reading comprehension would let the students have better learning abilities in English as L2.

Kern (as cited in Sadeghi, Afghari, & Reza Zarei, 2016) pointed out that "text comprehension crisis is not limited to a specific context or situation; it has drawn many scholars' attention all over the world and has been looked at from different perspectives such as cognitive and sociocultural perspectives" (p. 130). Taking advantage of being in a bilingual school where kids have a constant contact with English, it is important to lead them to reading comprehension, not only for answering test questions about a given text but also to talk about their personal experiences.

Another contribution of this study is to help the students cultivate lifelong reading habits so that their independence, critical thinking and research skills are strongly developed. It is also an important goal for the author of this study, as it will improve her teaching skills giving her the opportunity to know a different strategy to guide the reading process in elementary level. ShR is a teaching strategy on which there are not many studies published; nevertheless, Commander and De Guerrero (2013, 2016) have conducted some studies which have brought outstanding results by applying ShR as a teaching strategy to improve reading comprehension.

2. State of the Art

A number of studies have been developed about reading, where reading strategies are implemented in the classroom, looking for improving students' reading comprehension.

Richardson, in 2010, developed a study whose objective was to determine how guided reading strategies impact on the process of reading comprehension in seventh-grade students. A series of guided strategies were implemented according to the students' needs. The author highlighted the importance of the pre reading stage to comprehend a text because this stage is the key to connect the students with the text before reading it. The methods used involved guided reading strategies in the pre, while and post reading.

Alharbi (2015), through a correlational research, proposed two type of reading strategies taking into account that all the learners could achieve reading comprehension according to their learning preferences. The use of Oral Reading group and Silent Reading group were implemented; it was found that the first strategy was significant for those learners who had low visual skills and high listening skills. Both reading strategies were used to work in cooperative groups once the instructor identified, in the students, their learning style. It was concluded that low visual learners had a better reading comprehension when they read aloud or followed someone else.

Talley, in 2017, carried out a research with six elementary teachers. Those teachers taught subjects of reading, science, social studies and math. The author emphasized on the role of the teacher as a facilitator in the implementation of reading strategies to achieve reading

comprehension in the students. It was found that reading instruction was related to the student's motivation to read the text.

Some scholars have said that “comprehension strategies are conscious plans —sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.” (Armbruster, Lehr, & Osborn, 2006, p. 41). Bringing reading strategies when teaching L2 might make the students feel connected with a text and they might probably achieve reading comprehension.

Jordai (as cited in Blickenstaff, Hallquist, and Kopel, 2013) highlighted that “other aspects holding students back from comprehending literature is lack of fluency or not able to participate, in reading behavior such as making words, identifying words in texts, and writing words as they attempt to protect themselves from failure” (p.8). However, teachers not only need to center their attention on reading fluency activities, they also need to emphasize on teaching comprehension strategies and explore in the students their background knowledge in order to connect it with new vocabulary. Those are two essential components to understand the text, as it has been observed previously, failure when making connections and learning new words are some of the most difficult issues for students to overcome when they are reading as Rasinski (as cited in Neumann, Ross, & Slaboch, 2008) stated that students “may read words correctly but fail to connect them in way to give meaning to their oral reading” (p. 33).

One of the issues that keeps poor reading comprehension in the student is the shortage of teaching instruction in the process of reading. Van Keer and Verhaeghe (as cited in Butler, Urrutia, Buenger & Hunt, 2010) found that “instruction using multiple strategies can create more strategic readers and increase reading comprehension” (p. 6). Likewise, Butler et al. (2010) pointed out that

The National Reading Panel's Synthesis concluded, after a research, that "those teachers who engage their students in learning to read, provide small group instruction and explicit skill instruction in comprehension, and provide modeling and coaching yield students with better outcomes in learning to read" (p.15). Giving the students clear and supporting reading instructions lead them to the path for successful reading, making them feel confident and sure about what they are doing in the class, which motivates the students and make them adopt the best strategies to facilitate their reading comprehension.

Armbruster et al. (2006) claimed that "text comprehension can be improved by instruction that helps readers use specific comprehension strategies" (p. 41) and also indicated that scientific research on text comprehension instruction reveals important information about how to teach to comprehend a text. According to them, "reading strategies will be always necessary to give reading instruction to the students leading them to successful reading comprehension and motivating them to develop reading abilities" (p. 45). Reading strategies involve a fundamental relation with reading instruction to achieve reading comprehension. Therefore, implementing ShR along with with Peer and Silent reading can help students' independence to develop individual reading tasks.

Finally, the role of giving reading instruction to the students is not only a teacher's job in the process of reading comprehension with the students. It is also necessary to involve librarians, school workers and families in co-teaching with a guider, in this case, the teacher. Very similar to those strategies mentioned in previous paragraphs, Moreillon (2007) proposed to develop co-teaching strategies to ensure that students have a good performance; and she believes that two heads, or even more, are better than one because it makes the students feel confident when reading. The author encourages teacher - librarians, classroom teachers, administrators and families to work together in order to create communities to increase the reading comprehension abilities in the

students, make them feel always supported and sure about having wonderful experiences in the reading process.

In this project, ShR was chosen to help the students improve reading comprehension. Anderson (2009) proposed the ShR strategy in three steps: first, using the audio CD that accompanies the reading text or, if the audio CD is not available, the teacher reads the passage aloud. The learners listen to the reading passage while the teacher does not let them look at the printed text, having at the end a short discussion about what the students have heard. Second, the teacher asks the readers to open their books and read along silently as they listen to the recording or teacher's voice again. And third, learners read following the CD or teacher's voice and following it up is often a challenge to them. Finally, the students answer the reading comprehension questions related with reading (p. 130). This approach to ShR was chosen to be implemented in this project.

Another definition of ShR involves reading in pairs. Commander and De Guerrero (2013) recently researched about the ShR strategy and the impact that it has, developing in the student not only effective reading comprehension but also social skills. Shadow Reading strategy consists of: students work in pairs; one partner (the reader) reads and the other partner (the shadower) repeats and then summarizes the text (p. 171). This conception of ShR is characterized by the interaction that learners have with each other.

The purpose of teachers with ShR strategy is to keep the student always guided by a second character, who becomes like a shadow for the student. In this sense, the second conception of ShR differs from the one proposed by Anderson (2009) who sees it as a technique where learners follow a recording of a text without interacting with a partner. In addition, this author considers ShR as a tool for collaborative learning in the classroom and helps the students feel confident when reading

a text. Commander and De Guerrero (2016) clarified that Shadow Reading is also different from conversational shadowing where learners comment on the text and help each other to construct their own meaning while promoting reading and social skills and keeping teacher's support for the students.

Apart from motivating the students it is important to allow them to explore reading by interacting with their peers. Sadeghi et al. (2016) agreed with the importance of promoting interaction among students while they are reading to develop socio – cultural skills. Those authors support sociocultural skills in reading presented by Vygotsky who “states that imitation could play an important role in meaningful learning. Vygotsky (1986, 1978, 1996) has repeatedly stated that comprehension plays a central role in the learning process” (p. 131). It is important that teachers use repetition as a reading tool when working with ShR as this gives the students confidence and help them comprehend the text while reading.

In addition to interaction and collaborative learning, ShR also looks for helping students develop independent reading. According to Sanden (2014), independent reading can be a goal if teachers encourage students to do silent reading which finally takes the students to a central literacy learning. According to the author, it has three main components: The first one is that teachers support students' reading independence; the second one is that teachers focus on students' reading growth; and the third one is that teachers are committed to students-centered practices (p. 166). Student's independence and the role of the teacher as a support for the process highlight independence as the cornerstone of independent reading and their practices often reflect opportunities for students to take control over their reading.

To sum up, the previous studies presented are related to this study since reading strategies, reading instruction, ShR and assisted reading have been implemented to help L2 students achieve reading comprehension.

3. Objectives of the Study

3.1 General Objective

This study's research objective was to determine how Shadow Reading can help fourth grade students from ASPAEN Gimnasio Cantillana, in Piedecuesta to improve their reading comprehension in English.

3.2 Specific Objectives

The specific objectives for this project were:

- To identify fourth graders' problems with reading comprehension.
- To improve fourth grade students' reading comprehension by implementing the strategy Shadow Reading.
- To plan a sequence of lessons to implement Shadow Reading in the regular reading classes.

- To evaluate the effectiveness of ShR in improving Reading comprehension of students and assess progress during and after the implementation of the strategy.

4. Theoretical Framework

The following concepts are core in this action research project: reading comprehension, reading instruction, shadow reading strategy, silent reading, peer reading, and Content and Language Integrated Learning (CLIL).

4.1 Reading Comprehension

To define reading comprehension, it is essential to take into account some concepts developed by different authors. For instance, reading comprehension can be understood as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002, p. 11). Also, reading comprehension is considered “a product of complex interactions between the properties of the text and what readers bring to the reading situation” (Magliano, Millis, Ozuru & McNamara, 2007, p. 111). According to the definitions, reading is an ability that is part of learning a language; it is a continuous interaction and exploration between the reader and the text, which allow the reader to have a more detailed meaning of what is being read, reading is also a way to know what is being communicated once something is read, new information is acquired to activate knowledge.

Similarly, Grabe (2014) defined reading comprehension “as a complex ability to extract, or build, meaning from a text (p. 8). This definition leads to punctual strategies that would help students to accomplish reading comprehension and develop those abilities that are needed to achieve it. Reading comprehension, as one of the central targets in this project, highlights the importance of understanding the main idea of the text and leading the students to comprehend different texts; to guide the process of reading comprehension is important to lead reading strategies in each reading task with the purpose of evaluating the effectiveness on the students reading comprehension.

Finally, another important definition to support this study is given by Grabe (2014) who indicated that a good reading comprehension is developed when the reader involves the reading words to access to their meaning and finally organizes each sentence. In other words, the improvement of reading comprehension can be evidenced when the students can make sense of what they read.

4.2 Reading Instruction

Garner and Bochna (as cited in Butler et al., 2010) “demonstrated that novice readers were able to transfer knowledge from one literacy activity to another after being exposed to instructional strategies like repeated presentation, explicit explanation, teacher modeling, and questioning” (p. 7). In regard, Butler et al. (2010) indicated how important is to understand that “the nature of good reading instruction in the primary grades cannot be overstated; more than half a century of research has established a strong correlation between those who learn to read early and easily and later academic success” (p. 1). Implementing reading instruction is necessary to guide the students in

the reading process when they read in L2; in all the reading tasks reading instruction is implemented to achieve reading comprehension. It also leads the students through a series of steps while reading and help them understand so that answering questions become an easy task.

Providing reading instruction to students is necessary to connect the students with the reading text. Rupley, Blair and Nichols (2009) said that “direct/explicit instruction needs to be an integral part of learning the major content strands of the reading process—phonemic awareness, phonics, fluency, vocabulary, and comprehension” (p. 125). In this study, students were guided with appropriate reading instruction which took them to achieve reading comprehension through ShR, and as part of the process they learned more vocabulary before and while reading the text. ShR can be considered as part of direct reading instruction because the teacher is constantly involved during the reading process, in this case the students listen to the teacher’s voice while they read.

Pressley (2002) presents a contribution made by the National Reading Panel about comprehension strategies instruction which are to improve comprehension led with a number of strategies to achieve a complete understanding of text, including teaching students to be aware about what they are comprehending and to deal with miscomprehension by re- reading the text (p. 167). To provide the students reading instruction and lead them to adapt a variation of strategies to achieve reading comprehension such as Silent Reading (SR), Peer Reading (PR) and Shadow Reading (ShR) as the focus strategy, the corresponding reading instruction was the key to engage the students with each one of these strategy in order to make them feel aware of the implications each strategy brought when reading in L2.

Reading instruction implies the improvements of different skills; Grabe (2004, p.46) said that good reading instruction is linked with curriculum and some potential implications such as:

1. Ensure word recognition fluency.

2. Emphasize vocabulary learning and create vocabulary-rich environment.
3. Activate background knowledge in appropriate ways.
4. Ensure effective language knowledge and general comprehension skills.
5. Teach text structures and discourse organization.
6. Promote the strategic reader rather than teach individual strategies.
7. Build reading fluency rate.
8. Promote extensive reading.
9. Develop intrinsic motivation for reading.
10. Plan coherent curriculum for student learning.

In fact, the improvement of listening skill, learning vocabulary and using it in sentences with coherence are some advantages of providing an appropriate reading instruction with ShR strategy.

4.3 Shadow Reading

According to Annandale et al. (2013) a definition of Shadow reading is; a reading strategy in which someone or something supports a reading passage to a students or readers as they read the same passage (p.32). As Commaner and Guerrero (2012) Suggest ShR strategy can be carried to read short stories and in case the passage is long, it should be divided into two parts but it takes long time to read it because in ShR the students can read as many times as the can or another option is to summarize the passage, it helps the student to retain more information and concentrate on ShR. During the study at the beginning long passages were selected but the student found difficult to keep update a lot information also it took more time per section to develop the sections. In phase

2 shorter passages were selected no more than 300 words per sections and the students read about, biographies, articles and stories.

Allington (2002) stated that a text must not present difficulties to students. He asserted that even when a 9-year-old kid misses two or three words out of a hundred, the text may not be very useful because full reading comprehension is not achieved. This happens because, according to him, what kids need to become good readers is successful reading experiences, not difficult reading. Therefore, teachers must be very cautious when selecting reading materials for their students taking into account vocabulary, content and text length (p. 743). Another important issue to consider when teaching reading is the assistance that a teacher may provide during reading time. It is quite important to remember that when students are reading a text, the teacher should be with them to make sure that the students are self-confident about their understanding of the text. This allows kids to verify their comprehension and to ask questions about what they are learning. In the case of Shadow Reading, it is a strategy where the teacher can participate by reading the text aloud or playing a recording so that learners follow the written text (Anderson, 2009). Also, it helps learners improve word recognition and comprehension while following the reading strategy.

There are different approaches to Shadow Reading. The first one is presented by Commander and De Guerrero (2016) who pointed out that ShR is also focused on developing social skills in the students when they are reading a text. They explain:

Shadow-Reading, learners are arranged in pairs in the roles of Readers and Shadowers. Readers read from a text while Shadowers listen and then try to reproduce the text in various forms: repeating completely or selectively, interjecting interactive comments, summarizing orally, and retelling in written form (p.32).

The second approach is when the teacher participates by reading the text aloud or playing a recording that learners follow in the written text. Anderson (2009) explained ShR in three steps:

First using the audio CD that accompanies the reading text, or if the audio CD is not available, the teacher reads the passage aloud. The learners listen to the reading passage while the teacher does not let them look at the printed text, having at the end a short discussion about what the students have heard. Second, the teacher asks the readers to open their books and follow along silently as they listen to the recording or teacher's voice again. And third, learners read aloud quietly with the CD or teacher's voice and keeping up is often a challenge, then the students answer the reading comprehension questions related with the reading (p. 130).

The third approach is when ShR can be explored in different forms; most of them look for constantly interaction between the students. Commander and De Guerrero (2012) also proposed another study where Shadow Reading is *chunking*, another skill in which:

The partner who reads the text orally has to "chunk" the sentences in the text into manageable meaningful word groups with adequate pauses to allow enough time for the Shadower to grasp the content and repeat it. This phonological encoding of the Reader and subsequently of the Shadower provides the opportunity to go beyond more repetition in order to facilitate interpretation and storage of a message (p. 10).

Following reading by imitation is part of the process in the implementation of this study with the aim of leading both, the reader and the shadower, to improve and show their reading comprehension by answering questions from the text.

Another strategy similar to ShR is Shared Reading; quite similar to Anderson's proposal (2009), in this strategy, reading is followed by the teacher's voice and not by the CD. According to this author, Shared Reading is:

A teacher-managed blend of modelling, choral reading, echo reading, and focused discussion.

Shared Reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and are invited to read along. All of them can see the text being shared (p. 17).

The teacher assistance reading aloud for the students and they participate not only following the reading sometimes repeating is way to encourage them to read and promote discussions about the main idea in order to check comprehension. When a teacher read aloud to the students, they expressed confidence and were willing to participate more in the discussion, having a better understanding of the text's main ideas.

Moreover, the teaching model plays an important role for developing good reading skills. Allington (2002) agreed that part of good teaching is planning instructional time and selecting appropriate books. According to that, the process of reading must be led and focused on a specific purpose and also planned to be guided with more adaptable strategies, in order to achieve good results in terms of reading comprehension with the students. The role of the teacher as a guide to promote good reading strategies is one of the most important steps to lead the students to create reading habits and develop reading comprehension skills. In ShR, guiders motivate students to face texts more frequently without the fear of failing on testing because of the low level of reading comprehension and also help them find a purpose for effective and autonomous reading.

4.4 Silent Reading

Silent Reading (SR) supports “students to focus their attention on the text, their increased concentration on the text is sustained until the entire text is read. This also helps students absorb

ideas into their subconscious mind and then use them in their daily lives” (Billah, 2015, para. 3). Silent Reading was applied in this project to check the students’ performance during the process and see if the students’ independence had increased when they read by themselves without any assistance. “Silent reading gives students the opportunity to self-pace reading. Thus, silent readers can regulate the speed of reading and navigate across the text, which can facilitate reading and comprehension” (García, Melero & Izquierdo, 2014, p. 1721). One of the implications is to bring the students a new way of exploring reading by themselves once a text had been read with assistance. It is a way to explore the text by their own perception and learn new content.

The combination of Silent Reading and reading aloud to help students’ reading comprehension. A research study highlighted that if SR is used as a technique to develop reading skills and fluency, it is necessary to be done in combination with other reading instruction, like oral reading (Jafari, 2013). In this action research, SR was carried as a tool before and after applying ShR strategy in order to check if the students still depended on the teacher when reading aloud and how comprehension was affected regarding students’ self-sufficiency when reading.

4.5 Peer Reading

During the pedagogical intervention in some sections Peer Reading (PR) strategy was implemented as part of the process to explore reading from a different focus and evaluate the reading comprehension. Stevens, Madden, Slavin, and Farnish (as cited in Fuchs & Fuchs 2007) mentioned Cooperative Integrated Reading and Composition (CIRC) as a learning method where the teacher leads different reading tasks implementing collaborative activities using CIRC material; those activities are related to reading in pairs, developing reading comprehension

activities and creating summaries. These authors relate CIRC with Peer Reading because when the students read a text in pairs, in some way they work supporting and collaborating with each other to complete a task.

Peer Reading activities lead always to cooperate between two readers in the class. Westwood (2008) provided practical alternatives for Peer Reading. For example, two students of the same reading ability read a given text for practice purposes (partner reading); one student teaches and provides corrective feedback to another (peer tutoring), and closed pair work where students take turns for peer tutoring (being tutor and student) in reading comprehension practice Class –Wide Peer Tutoring (CWPT) (p.50).

Besides, there is a strategy called Peer Assisted Reading Strategy (PARS), which is similar to CWPT but tasks are specific: the partners read, reread and retell working in pairs by taking turns; each partner plays the role of a coach, alternating with the role of a reader focusing on the following three activities to promote fluency and comprehension: (1) partner reading, (2) paragraph shrinking, and (3) prediction relay (Ash & Kuhn, 2006, p. 163). All the previous strategies, mentioned in this section, are similar to ShR since they are assisted by someone else (a classmate, for instance) who can develop self-confidence while reading comprehension is supported by a person different from the teacher. This kind of reading strategy is another way to follow a reading without using a CD or listening to a tutor.

4.6 Content and Language Integrated Language (CLIL)

As it was mentioned in chapter one, CLIL methodology is required for planning lessons for the subjects delivered in English at AGC school. CLIL is defined as a “dual focused educational

approach in which additional language is a tool for the learning and teaching of both content and language” (Coyle, Hood & Marsh, 2010, p. 1). At AGC school, English is the vehicle used to teach content of other subjects such as Science, Math, History, Global Prospective and, Reading and Literature; they learn English while they explore topics of those subjects. According to McDougald (2015), the main objective of implementing CLIL in classes is to “attempt to find equilibrium between content and language learning while students gain and apply new knowledge and skills while increasing intercultural awareness” (p. 34).

The relationship between content and language is a way of teaching English in the classroom towards the integration of both, in which CLIL guides to four paths essential for planning lessons and it brings students a clear route for learning language through content. Coyle (2005) mentioned them as the 4c’s required to assure quality in terms of guidance of CLIL. First, *content* as the base of the progression of knowledge. Second, *communication* where the interaction and language are used to learn. Next, *cognition* is the engagement of thinking and understanding. Finally, *culture* where awareness about themselves and about the reality around the world is fostered (p. 5). Having that in mind, it is possible to say that, as the focus of learning, content provides the students clear topics to read. Communication through ShR allows students to interact and share what they read in English language. In cognition, the students demonstrate what they have understood through the resolution of reading comprehension exercises. Regarding culture, the students have access to different cultures through activities and subjects in class, and it plays a fundamental role in the understanding on their own reality.

Applying CLIL for teaching brings the advantage of transforming the students’ knowledge, in this case through the improvement of their reading comprehension of different topics presented in sections. “CLIL has a valid contribution to make personal development and preparation for

working in a plurilingual world through the integration, in some way, of content learning and language learning” (Colye et al., 2010, p. 53). In all the reading sections, students were provided a text about different topics such as biographies, cultural issues and fables. In general, they showed interest about the content and this led them to share personal experiences or sometimes imagine their life immersed in some characters

5. Research Design

The study design is action research. It is defined by Creswell (2012) as “systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students” (p. 22). Action Research was used in this study through the implementation of different tasks in the classes to analyze the process of reading comprehension among fourth-grade students using ShR; also, through applying in classes different reading strategies with the aim of improving reading skills; collecting data about their reading activities and evaluating their reading process. The Action Research followed the four stages proposed by Burns (2010, as cited in Kemmis & McTaggart, 1988): planning, action, observation and reflection. Each phase is explained as follow:

In the planning phase a problem is identified by the researcher and an action plan is designed to bring improvements in a specific area. The second phase is action where the plan is set in motion applying some interventions; in this phase sometimes it is necessary to make

adjustments and a re - planning can emerge from new issues presented during the implementation of the first plan. Observation is the third phase which involves observing attentively the action effects and documenting what is observed. The last phase is reflection, it is the end of the cycle and the purpose is to evaluate and describe the implementation of the plan in order to understand the situation that was explored (p. 8)

Finally, the study adopted a mixed approach as both qualitative and quantitative data collection techniques were used such as tests, a survey (quantitative) and two group interviews (qualitative).

5.1 Instructional Design

The process of the lesson planning and implementation was developed around the four stages to develop action research proposed by Burns (2010) “planning, acting, observing and reflecting”.

This intervention was carried out in two phases, one was planned and applied in two reading tasks where the students experienced ShR following a CD audio. The results of Phase 1 showed that the students presented some difficulties when reading with the CD audio; then, a second phase was planned with 10 reading tasks implementing ShR where the CD was replaced by the teacher’s voice and was led with other strategies. Those 10 reading task results were compared to evaluate the students’ progress in reading comprehension.

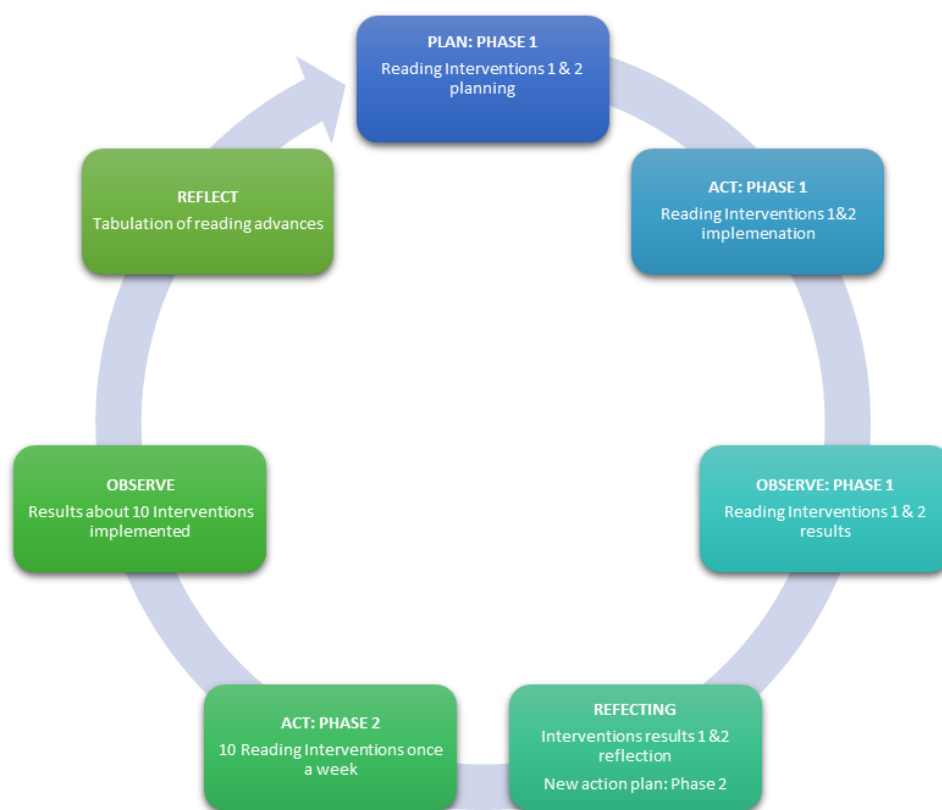


Figure 1: Adapted from the Cyclical Action Research model based on Kemmis and McTaggart (as cited in Burns, 2010, p.2).

5.2 Context

This study was carried out in Aspaen Gimnasio Cantillana School in Piedecuesta, Santander, Colombia; an all-girls school. This is a private Cambridge International Education (CIE) and International Baccalaureate (IB) that has students of kindergarten, primary, middle and high school level. CIE School offers bilingual education to all levels and different subjects are taught in English.

Moreover, the students have to take international exams such as International General Certificate of Secondary Education (IGCSE) and The International English Language Testing

System (IELTS) in high school and Cambridge Check Points in primary and middle school. In addition, they take international language tests such as Starters, Movers, Flyers, the Key English Test (KET) and the Preliminary English Test (PET). In Primary, the students attend classes which are taught in English, for instance Language Arts Science, Math and Reading. In Middle and High school students, besides the subjects already mentioned, they also take subjects in which learn content through English, such as Global Perspectives, Literature, Information and Communication Technology (ICT). In addition, High School students take subjects such as Combined Science² and History and a third language, French course is taken from middle until the end of high School.

In this way, the English syllabus is planned based on the topics presented in textbooks for each level; classes have to be planned based on Content and Language Integrated Learning (CLIL) and are constantly observed by the British Council. They provide feedback and training to teachers.

5.3 Sample Population

A group of 20 fourth-grade girls aged 8-9 participated in the study, the whole group was part of the reading section and all their results were taken into account. Most of them belong to a high socioeconomic level and come from Piedecuesta, Floridablanca and Bucaramanga. According to their academic performance, the students' level of English is placed in A2+ according to the Common European Framework of Reference for Languages (CEFR)³. They have 18 hours of classes that are taught in English language.

² Combine Science is a two-year course covering Biology, Chemistry and Physics

³ CEFR stands for Common European Framework of Reference for Languages which is a document with standardized guidelines to elaborate language syllabus and curriculum.

This project was implemented during the school subject called *Reading* in which fourth-grade students were able to understand a text when it was read by someone else (a teacher). However, the needs analysis showed that they had difficulties in reading comprehension when they read in English without any assistance; the students presented difficulties when they had to answer reading comprehension questions during exams and common activities in class.

5.4 Researcher' Role

In this action research the teacher played two important roles: as a teacher and as a researcher. As a teacher guiding the students to achieve reading comprehension and as a researcher collecting, observing and analyzing their process on reading comprehension. Weiskopf and Laske (as cited in Cohen, Manion & Morrison, 2007) suggested that “the role for the researcher as facilitator, guide, formulator and summarizer of knowledge, raiser of issues (e.g. the possible consequences of actions or the awareness of structural conditions)” (p. 301). In this research, the teacher as researcher is presented in all the phases, conducting the pedagogical activities, giving instructions and applying the data collections instrument, observing the results of the process, analyzing and making the corresponding adjustment in the procedures.

5.5 Data Collection Instruments

To ensure consistency of data in this study, a mixed approach was followed. Thus both quantitative (tests and survey) and qualitative (group interview) data collection tools were used. This led to a data triangulation, which is defined as the use of two or three methods of data collection (Cohen

et al., 2007, p. 141). Also, 12 reading interventions activities (reading tasks) were applied during 12 weeks in order to observe the students' performance regarding reading comprehension.

5.5.1 Test. A test taken from the Cambridge International Exams, (Young Learners) YLE Flyers, was applied in this research (Appendix A). It is a parametric commercially test and has been piloted and standardized on a large and significant sample of a specific population. The reading section of this examination was used as entry, middle and exit test to trace students' reading comprehension progress and to determine if the pedagogical intervention implementing ShR was effective. To check reading comprehension, the test contains filling in the gaps exercises to measure A2 level according to the Common European Framework.

5.5.2 Survey. According to Creswell (2012), "surveys are used for identifying attitudes, opinions, behaviors or characteristics of a group of people" (p. 22). A short survey was applied to participants after the interventions (Appendix B). The survey has five questions about participants' perceptions of the effectiveness of the strategy implemented (ShR) in their regular reading classes in order to help them improve their reading comprehension.

5.5.3 Group Interview. For the qualitative collection of data, group interviews were conducted. Interviews are considered "a flexible tool for data collection, enabling multi - sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen et al., 2007, p. 349) and group interviews "can also bring together people with varied opinions, or as representatives of different collectivities (p. 373)". The intention of applying a group interview was to know the students' feelings and opinions about working with ShR strategy in classes. Two group interviews were

designed and divided into two phases. Three general questions were asked to the group of 20 students in Phase 1 (Appendix C) to know their perceptions regarding ShR using the CD audio. Then, at the end of the interventions in Phase 2, four questions were asked in order to collect the student's perceptions of the incidence of ShR in their process of understanding reading texts in English (Appendix D).

5.5.4 Reading Tasks 12 reading tasks of different contents were implemented; they mirrored the tests and therefore they were used as quantitative instruments. Those tasks were divided into two phases; in Phase 1 there were two reading tasks while in Phase 2 there were ten reading tasks. The reading task were developed one per week and presented in worksheets, each one contained a reading text and reading comprehension exercises such as: filling gaps, multiple choice and answering questions. These tasks were done in order to see the students' progress on reading comprehension after applying ShR, Peer Reading and Silent Reading strategies.

5.6 Ethical Issues.

The study considered protecting the participants due to the age they are at: between eight and nine year-old students; it means underage population. A school permission was signed for applying this type of research at AGC School where the principal knew the purpose of this study (Appendix E). As a rule, to prevent children from any damage, agreements and contracts were respected. Finally, a consent was sent to the participants' parents (Appendix F). A consent is defined by Diener and Crandall (as cited in Cohen et al., 2007) "as the procedures which individuals choose whether to participate or not in an investigation after being informed of facts that would be likely to influence

their decision” (p. 52). An agreement between school and researcher was shown; also an approval letter was signed by the student’s parents and their daughters’ identity protection was warranted during the process.

6. Pedagogical Intervention

After collecting and analyzing information on the reading comprehension problem that the students were facing, a pedagogical intervention was planned according to their low school grades and not achieved English levels on the international exams (Flayers) implemented in the school. It was carried out in two phases in which the didactic sequences designed explored different variations of ShR. The theory proposed by Anderson (2009) about ShR, already mentioned on the theoretical framework, was implemented in Phase 1; the students listened to the CD audio first without looking at the printed text and then, they read again while listening to the CD audio of the corresponding text. However, some difficulties related with both listening and reading comprehension were evidenced; the students complained about the high speed of the audios which made it hard to understand. The students suggested the teacher to read aloud the text instead of using the CD; afterwards, a brief reflection about that phase was done.

A second phase was planned taking into account the students suggestions and Anderson’s (2009) proposal about another way to implement ShR in case a CD or audio resource cannot be used. Referring to this, he says that “if the audio is not available the teacher can read the passage aloud” (Anderson, 2009, p. 130). Thus, Phase 2 consisted of 10 reading interventions implemented

during 10 classes which lasted 90 minutes each one. The interventions were designed following the Pre, While, Post (P-W-P) lesson stages commonly used in reading instruction. These three stages were developed to lead the students towards improving their reading comprehension.

- Pre-Reading means “tasks or activities before reading the text” (Khamraeva, 2016, p. 45)
Pre- reading activities introduce the students to particular texts by activating their background knowledge and creating interest in the reading text and activity; it is a preparation for reading a text (Barnett, 1988, para. 11). In most of the pre-reading activities, *key words* were studied.
- While-reading “exercises help students develop reading strategies, improve their control of the second language, and decode problematic text passages” (Barnett, 1988, para. 12). ShR was implemented specifically in this stage.
- Barnett (1988) explained that Post-reading is the opportunity for the guider to give a “first check [of] students' comprehension and then lead students to a deeper analysis of the text” (para. 13). In this stage the students were led to complete sentences or answer questions about the text and sometimes they wrote short paragraphs about something related to the reading.

The 10 interventions were planned based on the lesson planning model suggested by Aspaen Gimansio Cantillana School, and the worksheet activities were collected and kept in a folder by the students to check their own progress on reading comprehension. Therefore, they were able to see how effective ShR was to improve their reading skills. Finally, a reflection about Phase 2 was done.

In some class sections in this study, the teacher participated reading aloud for the students who were not only listening but also following the reading and in some cases repeating (in ShR) to discuss about the main idea in order to check comprehension.

This pedagogical intervention was carried out from May to October 2017. According to the study, the implementation was planned based on the modification suggested by the students on the way of using ShR during the intervention; in this case the teacher's voice was used at this time to do ShR strategy instead of using the CD for the reading texts audios. Besides some other strategies like Silent and Peer reading were included in order to work on the students' independence when they were reading.

6.1 Phase 1

In this phase the ShR strategy variation suggested by Anderson (2009) was implemented. It consists on listening to the audio first without looking at the printed text then, listening to the CD audio while the students look at the printed text (p. 130). The students noticed how ShR was going to be applied during the interventions and the time length it had. Also, they were informed that none of the intervention applied in classes were going to be graded for the course since they were part of a research.

This phase included two interventions which were carried out in two 90-minute classes section in the Reading course (Appendix G).

6.1.1 Intervention N° 1. The reading passage title was *The Worlds Awaits* written by Sean Martin, and this story was taken from the students' book for the Reading course named *Reading*

*Paths 4*⁴ and this story has 968 words in total. The passage is about a girl who participates in a writing contest; she writes a story about traveling around the world. She wins the contest and the prize was a trip around the five continents. The lesson plan for this intervention is presented in the following table:

Table 1.

Lesson plan Intervention 1 Phase 1.

Pre - Reading Stage	▪ Key vocabulary word list is presented to the students: <i>travel, trip, cultures, journey, souvenirs traditions, continent, museum, adventure and tour.</i> ▪ All the words are presented one by one with their meaning and examples. ▪ The students also have to create other sentences using the new words. In this part the students can predict the content of the story.
While – Reading Stage	▪ The students listen to the CD of the story “<i>The Worlds Awaits</i>” ▪ In 10 minutes, the students do the 10 filling gap exercises based on what they have listened to on the CD audio. ▪ The students do ShR: listening to the CD again and reading the text at the same time. ▪ The students do the reading comprehension exercise; they check the filling gap exercise. ▪ In 15 minutes, the students complete the reading comprehension exercise based on the story “<i>The Worlds Awaits</i>”.
Post - Reading Stage	▪ The students have a brief discussion about the text and also share their own traveling experiences. ▪ Optional: the students can write a short paragraph where they can tell a traveling experience similar to Aslisha’s and tell if it is different. ▪ A brief discussion about the process of this intervention is done.

6.1.2 Intervention N° 2. The reading passage title was *Jessie Owens, Olympic Athlete* written by Sophia Jones, and this story was taken from the students’ book for the Reading course named

⁴ Reading Paths is part of the catalogue of Richmond Publishing, an international English Language Teaching publisher.

Reading Paths 4 and this story has 895 words in total. It is a biography about an African American athlete who had to overcome poverty and racism to demonstrate the good runner he was, Jessie became the first African American who won four Olympic gold medals and set many world records. The following table shows the lesson plan for this intervention:

Table 2.

Lesson plan Intervention 2 Phase 1.

Pre - Reading Stage	▪ Key vocabulary word list is presented to the students: <i>athletes, champion, competed, event, challenges, hurdles, dominate, sprints, relay, professional, amateur, civilian.</i> ▪ All the words are presented one by one with their meaning and example. ▪ The students also have to create other sentences using the new words. In this part the students can predict the story content.
While – Reading Stage	▪ The students listen to CD audio of the story “<i>Jessie Owens, Olympic Athlete</i>” ▪ In 10 minutes, the students do the 10 filling gap exercises based on what they have listened to on the CD audio. ▪ The students they do ShR, listening to the CD again and looking at the printed text at the same time. ▪ Filling in the gaps exercise is read. ▪ In 15 minutes, the students do the reading comprehension exercise based on the story “<i>Jessie Owens, Olympic Athlete</i>”.
Post - Reading Stage	▪ A brief discussion about the text and how the main character of the story overcame the difficulties presented. ▪ Optional: In a writing exercise, the students think about how Jessie Owens responded to the challenges he faced. In at least one paragraph, they can explain how they face their own challenges in real life and also write what they have learned from Jessie Owens’s story. ▪ A brief discussion about the intervention is done.

6.1.3 Reflection Phase 1. Lewin (as cited in Cohen et al., 2007) highlighted that the outcomes of an Action Research are the production of a plan established from a general idea, but this author also acknowledges that as the data is gathered, that first plan might be modified having in mind the information collected (p. 352). In phase 1, students listened to the CD without looking at the text, then they listened to the CD and read the text simultaneously and finally they read aloud listening to the CD audio at the same time. The reading strategy was implemented but the reading comprehension results were not the expected ones. During the activity the fourth graders got easily confused since the audio was too fast for them and most of them failed when they had to answer the comprehension activity (Appendix H). Due to the fact that the results in the reading comprehension activity were not the expected ones, the students were asked about the possible reasons for their failure. Two common reasons were mentioned: first, the text was excessively long and it was really hard to keep a lot of information about it; and second, the CD audio speed was really fast and the recorded voice had an accent quite difficult to understand. The students suggest that they have a better understanding when the teacher guides the reading and when she reads for them because she makes voice sounds, emotions and reads slower.

Once the possible causes were identified, a re-planning part was started: the teacher's voice was used when implementing ShR and other strategies such as Silent and Peer reading were adopted (see Phase 2).

6.2 Phase 2

In this phase the ShR strategy variation suggested by Anderson (2009) was implemented. This author suggests the use of the teacher voice if the CD audio is not available. In this case the audio

CD was available, however, due to the fact that the students had some difficulties understanding the audios and that there was a lot of information to be understood, new reading texts were brought to the classroom, ShR was led by the teacher's voice and other strategies like Peer Reading and Silent Reading were implemented. Hence, the reading texts were read by the teacher in different stages of the intervention, the texts were also shorter than those from Phase 1 and were taken from the book *Spotlight on English 4*⁵, used in the Reading courses, and other readings were taken from the book *Reading Path 4* also used in the reading course at school.

This phase included 10 interventions implemented in a 90-minute Reading class at ASPAEN Gimnasio Cantillana School (Appendix I).

6.2.1 Intervention N° 1. The reading passage title was *An Wang, Immigration Story* taken from the book *Spotlight on English 4*, and it has 152 words in total. This is a biography about a man from China who immigrates to the United States of America after being accepted in a special program for engineers. To develop the reading activity, the P-W-P reading stages were followed to carry out including the ShR variation which was explained before. For this section, the fourth graders listened to the teacher's voice in the While-reading stage and Post-reading stage. The lesson plan for this intervention is shown in the following table:

⁵ Spotlight on English 4 is part of the catalogue of Richmond Publishing, an international English Language Teaching publisher.

Table 3.

Lesson plan Intervention 1 Phase 2.

Pre - Reading Stage	▪ Show the students a short video to introduce the topic biography they are going to read. https://www.youtube.com/watch?v=dPJi8Q6hSn0 the video is about An Wang contributions to the world ▪ Ask the students to think about famous people who invented something in Colombia, and what they would like to make up. ▪ Before reading, the students check the key vocabulary words presented on the worksheet, the guider provides the meaning and show a power point presentation with pictures from the key vocabulary. ▪ The students check vocabulary doing a puzzle to find the key words and the corresponding meaning. ▪ The teacher checks with the students the filling gap exercises and makes them pay attention to the topic one more time before listening to the text read by the teacher.
While – Reading Stage	▪ Teacher introduces ShR strategy to the students through reading the text <i>An Wang, Immigration</i>. This time, the text is read by the teacher, then they answer a question. ▪ The teacher reads the text <i>An Wang, Immigration</i>. Students just listen without looking at the printed text. ▪ After having listened to the teacher, the students complete the information asked about the passage main idea. ▪ Students read the text <i>An Wang, Immigration</i> listening to the teacher's voice simultaneously. ▪ After listening and reading the text, students complete eight reading comprehension filling gap exercise on a different worksheet to check understanding.
Post - Reading Stage	▪ Students hand in the worksheets, then discuss the reading text in a brief discussion group from the general idea and specific information provided in the text <i>An Wang, Immigration</i>.

6.2.2 Intervention N° 2. The reading passage title was *Kiran's Family* taken from the book *Spotlight on English teacher's manual book level 4*, and it has 108 words in total. This is a story about a girl from India who immigrates to the United States of America because her father found a new job opportunity there, Kiran wonders how American culture is. To develop the reading activity, the ShR strategy had a variation taking into account the students' comments; it was explained to them before starting to read. For this section the fourth graders listened to the teacher's voice in the While-reading stage and Post-reading stage. The following table presents the lesson plan for this intervention:

Table 4.

Lesson plan Intervention 2 Phase 2.

Pre - Reading Stage	▪ The teacher mentions the key vocabulary words and encourage the students to predict from the key words what the passage could be about. ▪ The teacher asks the students to share their experiences if they already know immigrant people, if they have been to a different country as well as telling the reason to do so. ▪ The teacher explains the ShR strategy to the students for reading the text <i>Kiran's Family</i>.
While – Reading Stage	▪ The teacher checks with the students the comprehension questions and makes them pay attention to the topic one more time before listening to text read by the teacher. ▪ The teacher reads the text <i>Kiran's Family</i>. Students just listen to it without looking at the printed text. ▪ After listening the text, the students answer seven question about the story. There are four multiple choice questions with pictures and three sentences to be completed according to the information from the story. ▪ The students check the seven questions before listen to the passage.

	▪ The students read the text <i>Kiran's Family</i> listening to the teacher's voice simultaneously. ▪ After listening and reading the text, students complete seven reading comprehension filling gap exercise on the worksheet to check understanding.
Post - Reading Stage	▪ The students hand in the worksheets to the teacher, then discuss the reading text in discussion group from the general idea and specific information provided in the text: <i>Kiran's family</i> talking about the main reasons why Kira's father emigrates to the United States.

6.2.3 Intervention N° 3. The reading passage title was *Why People Emigrate* taken from the book *Spotlight on English student book level 4*, and it has 245 words in total. This passage is an article about the main reasons why people emigrate to the United States of America. To develop the reading activity, the fourth graders listened to the teacher's voice in the While-reading stage and Post-reading stage. The lesson plan is presented in the following table:

Table 5.

Lesson plan Intervention 3 Phase 2.

Pre - Reading Stage	▪ Before reading, a video about the reason why people emigrated from Colombia to the Unites States is showed. https://www.youtube.com/watch?v=c1fX7wgLxOo ▪ The teacher asks the students to share their experiences in case they have a personal one on immigration or if they have known someone who has done it before. ▪ The teacher introduces ShR strategy to the students for reading the text <i>Why People Emigrate</i>. ▪ The teacher checks with the students the key vocabulary words list provided on the worksheet, discussing about the meaning.
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While – Reading Stage	▪ The teacher reads the text <i>Why People Emigrate</i>. Students just listen without looking at the printed text. ▪ After having listened to the text, students write the reasons to emigrate identified when listening to the text. ▪ The students read the text <i>Why People Emmigrate</i> looking at the printed text and listening to the teacher's voice simultaneously. ▪ After listening and reading the text, the students answer a question on the worksheet where they write down the most common reasons why people in Colombia emigrate.
Post - Reading Stage	▪ The students hand in the worksheets, then discuss the reading text in groups about the general idea and the specific information provided in the text <i>Why People Emmigrate</i> talking about those main reasons exposed. ▪ OPTIONAL: On the worksheet there is a written exercise where a situation is presented: the students have to imagine that a student overseas comes to Cantillana to stay for a year. They have to write at least two paragraphs about the situation including their feelings on the adapting the process.

6.2.4 Intervention N° 4. The reading passage title was *Day, Night, and the Seasons* taken from the book *Reading Paths 4*, and it has 200 words in total. This passage is an article where the phenomenon of day, night and seasons are explained. In this section Silent Reading strategy was included in the While-reading stage and ShR was carried out with the teacher's voice during the While-reading stage. The following table shows the lesson plan for this intervention:

Table 6.

Lesson plan Intervention 4 Phase 2.

Pre - Reading Stage	▪ A video to call the students' attention on the topic vocabulary words is showed and it explains how day and night occurs https://www.youtube.com/watch?v=hWkKSkI3gkU&t=162s ▪ The teacher asks the students to predict the text main idea according to the video and the title of the text. ▪ The teacher introduces ShR strategy to the students for reading the text <i>Day, Night and the Seasons</i>. ▪ The students check the key vocabulary words which they are going to hear when the text is read, discussing about the meaning.
While – Reading Stage	▪ The students read the text <i>Day, Night and the Seasons</i> doing silent reading ▪ After having read the text, the students complete ten reading comprehension filling gap exercises. Here they have to fill in gaps using specific information mentioned from the reading text. ▪ The students read the text <i>Day, Night and the Seasons</i> looking at the printed text and listening to the teacher's voice simultaneously.
Post - Reading Stage	▪ After listening and reading the text, students complete ten more reading comprehension sentences on the worksheet where they fill in with the missing information given in the text. ▪ The students hand in the worksheets, then discuss the reading text in groups about the general idea and the specific information provided in the text <i>Day, Night and the Seasons</i> talking about the main facts on how day, night and seasons occur.

6.2.5 Intervention N° 5. The reading passage title was *Butterflies* taken from the book *Spotlight on English student book level 4*, and it has 270 words approximately. This passage is a myth about how a butterfly flap produces some breeze until it becomes a huge hurricane. In this section SR strategy was included in the While-reading stage and ShR was carried out with the

teacher's voice during the Post-reading stage. The lesson plan for this intervention is presented as follow:

Table 7.

Lesson plan Intervention 5 Phase 2.

Pre - Reading Stage	- Before reading: the teacher presents pictures about the butterfly process and introduces the key vocabulary words needed to understand the text. - According to the pictures projected and the key words the teacher asks the students to predict what the text is going to be about. - The teacher introduces ShR strategy to the students for reading the text <i>Butterflies</i>. - The teacher encourages the students to check the key vocabulary words, which is in the worksheet with the corresponding meaning.
While – Reading Stage	- The students read the text <i>Butterflies</i> using Silent Reading methodology. - After reading the text, the students complete seven reading comprehension sentences individually. Here, they have to complete with specific information mentioned in the reading text. - The students read the text <i>Butterflies</i> as the teacher reads it loudly. - After listening and reading the text, students answer eight reading comprehension questions on the worksheet using specific information provided in the text.
Post - Reading Stage	The students hand in the worksheets, then discuss the reading text in groups about the general idea and the specific information provided in the text <i>Butterflies</i> talking about the type of text they read, a Myth. OPTIONAL: Through drawings the students provide a short description of how a small breeze becomes a huge hurricane (short summary of the text <i>butterfly</i>, and write the description below each drawing).

6.2.6 Intervention N° 6. The reading passage title was *Studying Astronomy* taken from the book *Spotlight in English Assessments Teacher's Manual Level 4*, and it has 337 words approximately. This passage is a story about a class which is divided into five groups who have to look for information about the Earth, Solar System, the Moon, the Sun and rocks. In this section ShR was implemented during the While-reading stage and after that, the students read the text one more time applying Silent Reading strategy. The following table contains the lesson plan for this intervention:

Table 8.

Lesson plan Intervention 6 Phase 2.

Pre - Reading Stage	- Before reading: the students watch a video about the Solar System main facts. https://www.youtube.com/watch?v=RJ2bQWH6GCM - According to the video projected and the key vocabulary words, the teacher asks the students what the text is going to be about. - The teacher encourages the students to check the key vocabulary words, which are on the worksheet with the corresponding meaning. - The teacher introduces ShR strategy to the students for reading the text <i>Studying Astronomy</i>.
While – Reading Stage	- The students listen to the text <i>Studying Astronomy</i> read by the teacher with ShR strategy without looking at the printed text. A short oral discussion is carried out to check reading comprehension. - The students and teacher read and listen to the text <i>Studying Astronomy</i> with ShR strategy looking at the printed text. - After reading the text, they complete eight reading comprehension sentence and complete with specific information out of the reading text. - Students read the text <i>Studying Astronomy</i> using Silent Reading. - The students answer eight reading comprehension questions after they have read the text.

Post - Reading Stage	▪ The students hand in the worksheets, then discuss the reading text in groups about the general idea and specific information provided in the text <i>Studying Astronomy</i> talking about the type of text they read and the information provided in the text. Written exercise: the students write about the differences between the Sun and the Moon and why they are necessary for our planet.
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6.2.7 Intervention N° 7. The reading passage title was *Traveling Abroad* taken from the book *Spotlight on English student book level 4*, and it has 217 words approximately. This passage is a story about an American girl who travels to Tokyo and tells about some facts about Japanese culture. In this section SR strategy was included in the While-reading stage and ShR was carried out with the teacher's voice during the Post-reading stage. The lesson plan for this intervention is in the following table:

Table 9.

Lesson plan Intervention 7 Phase 2.

Pre - Reading Stage	▪ The key words are mentioned by the teacher to encourage the students to predict what the passage is going to be about. ▪ The students have the chance to share their experiences if they have traveled abroad, telling about the differences that they found from that foreign culture in comparison to ours, in terms of food, traditions, modes of transportation, type of clothing, language etc. ▪ The teacher checks with the students filling gap exercises and makes them pay attention on the topic one more time before reading the text. ▪ The teacher introduces ShR strategy to the students for reading the text <i>Traveling Abroad</i>.
While – Reading Stage	▪ The students read the text <i>Traveling Abroad</i> using Silent Reading Strategy.

	▪ After reading, the students complete the five reading comprehension sentences where specific information about the text is required. ▪ The students read the text <i>Traveling Abroad</i> at the same time with the teacher (ShR strategy). ▪ After listening and reading the text, the students complete five reading comprehension sentences different from the previous ones on the worksheet where specific information given by the text is asked.
Post - Reading Stage	▪ The students hand in the worksheets, then discuss the reading text about the general idea and the specific information provided in it, talking about the Japanese culture and some differences with ours. Written exercise: the students could explain about the new things they found different from Japanese culture and describe how they do it in their own.

6.2.8 Intervention N° 8. The reading passage title was *The Safety Hood* taken from the book *Reading Paths 4*, it has 287 words approximately. This passage is a biography about Garret Morgan, a great inventor who made a special hood to save people on fire; he became famous for his invention. In this section Peer Reading strategy was included in the While-reading stage and ShR was carried out with the teacher's voice during the Post-reading stage. The following is the lesson plan for this intervention:

Table 10.

Lesson plan Intervention 8 Phase 2.

Pre - Reading Stage	▪ Before reading: the students watch a video about Garret Morgan inventions and how he risks his life ▪ https://www.youtube.com/watch?v=TQ5KXM0aGw8 ▪ The teacher asks the students for their opinion about other people we could call heroes for risking their lives.
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	▪ Before reading, the teacher checks with the students the key words provided on the worksheet. ▪ The teacher introduces ShR strategy to the students for reading the text <i>The Safety Hood</i>.
While – Reading Stage	▪ The students read the text in pairs <i>The safety Hood</i> using Peer Reading strategy. ▪ After that, the students complete five reading comprehension sentences about the text. ▪ The students read the text <i>The Safety Hood</i>, while the teacher reads it. ▪ Then, the students complete another five reading comprehension sentences about the text.
Post - Reading Stage	▪ The students hand in the worksheets, then discuss the reading text in groups about the general idea and the specific information provided in the text <i>The Safety Hood</i> the impact of Garret Morgan's inventions to contribute society. Also, what other inventions they consider have impacted in our lives. On the worksheet there is a written exercise where the students ask for the option to provide a sequence summary based on Morgan's story writing and drawing about all the contributions he made to society.

6.2.9 Intervention N° 9. The reading passage title was *Patent to Woman Inventor* taken from the book *Spotlight on English student book level 4* with 330 words approximately. This passage is about a woman who invents a machine to fold paper bags easily and her idea was stolen by a man. In this section ShR is implemented during the While-reading stage and after that, the students read the text one more time in couples implementing Peer Reading strategy. In the following table, the lesson plan for this intervention is presented:

Table 11.

Lesson plan Intervention 9 Phase 2.

Pre - Reading Stage	▪ By showing a picture of Miss Knight and presenting the key vocabulary words from the text the students predict the story content. ▪ The teacher asks the students for their opinion about how women have impacted in our society and if our job is valued as much as men's. And what the title of the story says to them. ▪ The teacher introduces ShR strategy to the students for reading the text <i>Patent to Woman Inventor</i>.
While – Reading Stage	▪ The students get prepared to listen the text <i>Patent to Woman Inventor</i> read by the teacher. ▪ The students and teacher participate in a brief discussion about the text information provided. ▪ The students have the printed text and read it following the teacher. Finally, they complete six reading comprehension sentences with specific and general information about the text. ▪ In pairs the students read the text <i>Patent to Woman Inventor</i>, they discuss about all the challenges Miss Knight had to face to win her patent. ▪ Then, the students complete another six reading comprehension sentences with specific and general information about the text.
Post - Reading Stage	▪ The students hand in the worksheets, then discuss the reading text in groups from the general idea and the specific information provided in the text <i>Patent to Woman Inventor</i> talking about the great invention Miss Knight made and all the challenges she had to face just for being a woman. Also, the teacher reinforces with the students the structure of a text through a newspaper article taking into account aspects like: the form of the article, parts of a newspaper article and the structure of a written article in a newspaper. On the worksheet there is a written exercise where the students have the option to write a newspaper article but first they have to use a chart to

identify elements such as a headline, by line, dateline and subheads from the article *Patent to Woman inventor*. Then, a written exercise where each student with their partner have to pretend that they have invented something, and they write a newspaper article about her classmate invention. To organize their ideas, they have to take into account the parts of a newspaper article presented on the previous exercise.

6.2.10 Intervention N° 10. The reading passage title was *Fable: The Owl and the Grasshopper* taken from a web page *Fables of Aesop*⁶ with 308 words approximately. This passage is a fable written by Aesop where a Grasshopper is annoying an owl while she is sleeping, the grasshopper is making terrible sounds. In this section PR strategy is included in the While-reading stage and ShR is carried out with the teacher's voice during the Post- reading stage. The lesson plan for this intervention is presented in the following table:

Table 12.

Lesson plan Intervention 10 Phase 2.

Pre - Reading Stage	▪ A picture of an owl and a grasshopper is showed, the teacher asks the students to think about values and any information they could have. ▪ The teacher asks the students to predict the reading topic before reading focusing the pictures previously projected. ▪ The teacher introduces ShR strtegy to the students for reading the text <i>Fable: The Owl and the Grasshopper</i>.
While – Reading Stage	▪ The students get in pairs to read the <i>Fable: the Owl and the Grasshopper</i>. ▪ The students and teacher participate in a brief discussion about information provided in the text.

⁶ The website of Fables of Aesop is <http://www.taleswithmorals.com>

	▪ The students complete seven reading comprehension sentences with specific and general information about the fable. ▪ The students get prepare to read with the teacher the <i>Fable: The Owl and the Grasshopper</i>.
Post - Reading Stage	▪ They discuss about all attitudes identified on the fable adopted by the characters and also their behavior against difficult situations. ▪ Then, the students answer seven True/False comprehension sentences about the fable. ▪ The students hand in the worksheets, then discuss the reading text in groups with the teacher from the general idea and specific information provided in the text <i>Fable: The Owl and the Grasshopper</i> here, they could talk about the difficult situations those animals face and how they found solutions to them. The teacher asks the students if those solutions were the best and what other possible solutions they could advise to the animals for the kind of situations presented in the fable. Also, the teacher checks with the student the structure of a fable, what it is, the importance of giving a moral message at the end, and the importance of bringing animals or non-living things to real life. On the worksheet there is a written exercise where the students have the option to make up their own fable, some guidelines are given on a chart to plan their fable, those are like: What will the moral of your fable be?, what characters will in your story be?, give some words that would describe each character according to an specific characteristic, where will your fable take place? And, what important events will you include? Then, after the students plan their fable the will have the opportunity to write it dawn in a least two paragraphs.

6.3 Reflection Phase 2

Based on the suggestions given by the students when they read with the audio, ten formal interventions were implemented using ShR strategy supported with Peer Reading and Silent Reading with the purpose of checking if ShR works positively to improve reading comprehension in fourth-grade students, also with the intention of developing independence when the students read. The ten interventions included the ShR but this time the students listened to the teacher, first without seeing the printed text, then with it, they listened to the teacher and followed the text silently.

Alternating SR or PR with ShR brought some confusion in the students at the beginning, because they had still problems when reading by themselves and claimed for supporting when reading. But, when the readers read in silent, they did it better after having read with ShR first, and when PR was carried they felt confident being supported by a partner, nonetheless, at the moment of developing the reading comprehension activities they still needed support by the teacher. Both, SR and PR worked better after having applied ShR because it was easier for the students to have first a supported instruction (ShR) and then carry out reading by themselves (SR) or in pairs (PR).

7. Data analysis and results

7.1 Data analysis

The data collected was analyzed in different moments of the study. The YLE Flyers international text (reading section) was applied before the first reading task in Phase 1 (Appendix A), then, after the fifth reading task in Phase 2 and one final after the tenth reading task also in Phase 2. Reading tasks were implemented in two phases in which Phase 1 included two reading tasks and Phase 2 had ten; each one was applied one per week on Wednesdays.

Quantitative data was analyzed using a single item score which consists of an “individual score assigned to each question for each participant” (Creswell, 2012, p. 177). Test and tasks have the purpose of analyzing the students’ progress in reading comprehension through the sections activities applying the ShR strategy. The test and task results were analyzed according to AGC’s grading system presented in the following table:

Table 13.

AGC’s grading system

Grading Range	Performance
70% - 100%	High
40%- 69%	Medium
0% - 39%	Low

Additionally, the group interviews were designed to be applied in two moments, one at the end of Phase 1 (Appendix C) and another at the end of Phase 2 (Appendix D).

Grounded theory was adopted for the analysis of the qualitative procedures; it is defined by Cohen et al. (2007) as “the process of summarizing and reporting written data – the main contents of data and their messages” (p. 475). In this study, grounded theory was used to analyze the students’ perceptions that arose during the group interview and to analyze the reasons that the students gave to their answers in the survey.

The following table shows the application sequence of the instruments:

Table 14.

Instruments application sequence.

Phase	Date	Task
Implementation of Phase 1 piloting ShR (SR) with CD audio	Wednesday, May 10 th	Diagnostic test – YLE Flyers <i>Emma’s Favorite Doll</i>
	Wednesday, May 17 th	Reading Task 1 <i>The World Awaits</i>
	Wednesday, May 24 th	Reading Task 2 <i>Jesse Owens, Olympic Athlete</i>
	Wednesday, May 31 st	Reflection Phase 1: Group Interview
	June 5 th - 16 th	II Term Final Exams
	June 19 th - July 10 th	Three-week Recess
Implementation of Phase 2 ShR using teacher's voice		Phase II planning
	Wednesday, July 12 th	Reading Task 1 <i>An Wang, Immigration</i>
	Wednesday, July 19 th	Reading Task 2 <i>Kiran's family</i>
	Wednesday, July 26 th	Reading Task 3 <i>Why People Emigrate</i>
	Wednesday, August 2 nd	Reading Task 4 <i>Day, Night and the Seasons.</i>
	Wednesday, August 9 th	Reading Task 5 <i>Butterflies</i>
	Thursday, August 10 th	Mid Test YLE Flyers <i>Emma's favorite doll</i>
	Wednesday, August 16 th	Reading Task 6 <i>Studying Astronomy</i>
	Wednesday, August 23 rd	Reading Task 7 <i>Traveling Abroad</i>

Phase	Date	Task
	Wednesday, August 30 th	Reading Task 8 <i>The safety hood</i>
	Wednesday, September 6 th	Reading Task 9 <i>Patent to Woman Inventor</i>
	Wednesday, September 13 th	Reading Task 10 <i>Fable: The Owl and the Grasshopper.</i>
	Wednesday, September 20 th	NO CLASS
	Tuesday, September 26 th	Exit Test YLE Flyers
		Reading section <i>Emma's favorite doll</i>
	Wednesday, September 27 th	Final Survey
	Friday, September 29 th	Reflection Phase 2
		2nd Group interview

7.2 Validation

The data was validated through a mixed approach method, since according to Creswell (2012), “the basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question, than either method by itself” (p. 535). Thus, validity was provided by the triangulation strategy in which the combination of qualitative and quantitative data meant that investigators could cover their inquiries by integrating three “kinds of data bearing on the same phenomenon” (p. 536). In this case, the four instruments used for collecting data were compared and contrasted to know the perceptions and progress of the students on reading comprehension with ShR strategy

7.3 Results Analysis

7.3.1 Test. The YLE Flyers exam (Reading section) was applied to test the students' progress in three moments during the study. The test results were compared in a graphic to check the students' performance along the study from the beginning to the end.

Emma's Favorite Doll was the text read by the students in the three tests; it was taken from the reading section YLE Flyers Cambridge exam. To test reading comprehension, the reading text had seven specific sentences to complete with information. The 20 students' performance was evaluated based on the grading table proposed by AGC where the students' correct answers from 70% to 100% (in case of Flyers test 5 to 7 correct answers) were equivalent to a high performance. The results of the tests were never shared with the students. From the first test to the third, a remarkable increase was evidenced in the high performance of the students (Figure 2). This positive increase might be the result of the assistance that the teacher offered along the reading tasks previously done before taking the second YLE Flyers test (Tasks 1 to 5 Phase two) which made the students felt comfortable when taking the YLE Flyers test in silent. During the test, the students did not count with any assistant because it was applied following the exam standard conditions.

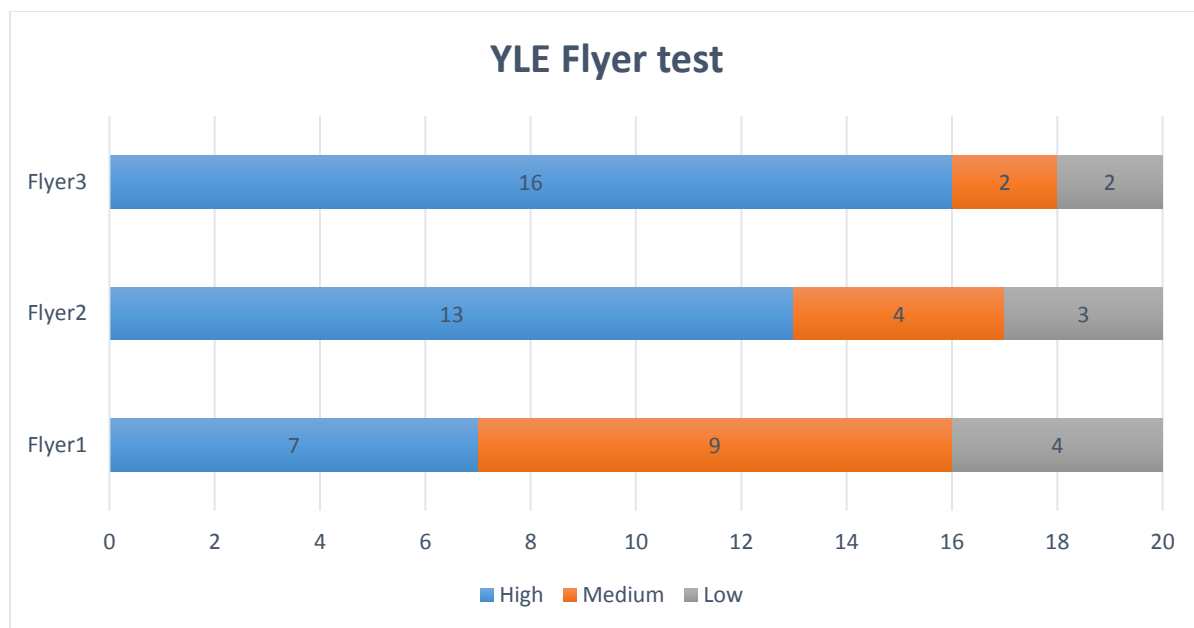


Figure 2. YLE Flyer Test

After Test 1, the students started to use ShR as a strategy to improve their reading comprehension skills and felt more comfortable when reading as evidenced in the results of Test 2 and 3. Furthermore, after applying ShR, the students also applied other reading strategies such as Silent Reading and they did not have any assistance when reading. For instance, identifying the key words or text's main ideas from the reading allowed the students to be more independent in order to apply strategies learned to solve other tasks by themselves. In regards to this, Sadeghi et al. (2016) stated:

It is through interaction with an expert that the learner is capable of reproducing the expert's action by utilizing those functions that are in the process of maturing. Ultimately, imitation in joint activity with others is the basis for independent creative performance. Through imitative behavior, a learner not only appropriates model affordances but also transforms them and extends them to new contexts (p. 134).

In this case, when the fourth graders were tested, they only had the option of reading *Emma's Favorite Doll* in Silent Reading.

Test 1 was implemented before starting all the reading interventions in order to know the students reading comprehension skills before implementing ShR strategy in class. Nine students showed a medium level and four of them showed low levels of comprehension which were approximately the 56% of the class; they also left some questions with no answers, especially in the exercises where they had to report information. Comparing this with Task 1 worked in Phase 1 the student had low score in reading comprehension when they had to work on filling gaps exercises to demonstrate reading comprehension. It is seen the necessity to bring a variety of different reading comprehension exercises in order to train the students on it.

In test 2, five students had a high performance compared with the first test taken at the beginning of the study, six more students achieved high scores in the reading comprehension and seven students had between medium and low level; this second test was implemented after having applied five reading tasks in class using ShR strategy. The students worked on specific reading instruction in classes such as exploring key words before reading, ShR listening to the teacher's voice, identification of main ideas, filling gaps exercises and answering open questions exercises. Taking into account the group interview done in Phase 1, a student suggested to listen to the teacher reading aloud instead of listening to a CD. Thus, those five reading tasks worked before taking this second test were applied following the teacher's voice doing ShR. The students' reading comprehension in these tasks had an increase where between the 50 and 90% of the class had a high performance and comparing with the second test result it is a positive performance in reading comprehension after taking five reading comprehension tasks implementing ShR strategy.

Test 3 was implemented five weeks after the second test; interventions six to ten were worked before taking this test. During these last interventions the students applied ShR alternated with SR and PR in order to use other reading strategies to achieve reading comprehension. In this test, the 80% of the students had high performance and 100% of the class answered the whole test. SR strategy was worked in the previous reading tasks with the purpose of checking the students' independence when they read by themselves; for instance, in Tasks 6 and 7 the students worked SR before ShR and over the 50% achieved a high score in the reading comprehension activity and comparing it with one of the students' answer in the survey the reading tasks had helped to improve her performance at the moment of developing different reading activities in subjects taken in English, which means that the students could achieved a certain confidence when they read by themselves through the alternation of different reading strategies.

Students who did not have good reading comprehension showed important progress during the process when they took the YLE Flyers test and show their improvement in reading skills. For example:

Student A

Table 15.

Student's result example.

Exam	Number of correct answer	Number of Wrong answers
1	2	5
2	4	3
3	6	1

Student B

Table 16.

Student's result example.

Exam	Number of correct answer	Number of Wrong answers
1	2	5
2	5	2
3	6	1

Both students showed low level of reading comprehension at the beginning of the process; it was evidenced the necessity of implementing reading strategies for reading in L2. In some way, ShR opened to the students a different way of connecting the text with the reading comprehension exercises, guiding them to focus on the main ideas and vocabulary of the text. Also, leading them to feel confident of their reading process.

7.3.2 Phase 1 Results. In Phase 1, the students did two reading tasks. They experimented ShR strategy as it is proposed by Anderson (2009), the readers first listened to the CD audio without looking at the printed text and then, they read and listened to the audio at the same time by looking at the printed text (p. 131). The fourth graders' performance during this phase are presented in the following figure and it was graded according to the AGC's grading system.

The students' performance was divided into two parts, in both tasks they had to answer 10 filling gaps exercises after having listened to the CD audio and other 10 filling gaps exercises after reading and listening to the CD while looking at the printed text. As the Appendix K shows, in both tasks, over the 80% of the students showed between medium and low performance in comprehension when they just listened to the audio and did not demonstrate improvement when

they read the printed text while listening to the audio. However, 10 of the students moved to a medium performance in which approximately had 5 out of 10 exercises correct.

This results evidenced the difficulties the student presented when they had to do ShR while listening to the CD audio, it was evidence of low level of reading comprehension, even when reading was held at the same time of listening to the CD. This supported Westwood's (2008) idea which stated that "using the strategy should be discussed with the class, and students must be given abundant time for guided practice in applying the same strategy and using the same self-talk with feedback from the teacher" (p. 43). Providing clear explanation and the way a strategy is planned to be implemented was the key for the students for adopting a reading strategy and thus enhance their reading comprehension. When ShR strategy was adopted, the students seemed motivated at the beginning, but after having taken two reading tasks, the strategy did not work because the students found it difficult to follow the listening speed and pronunciation as well, the text to read was too extensive and too much information had to be taken for the reading comprehension exercises.

When comparing the results with the difficulties presented, it is possible to say that they are highly related with what one of the students mentioned in first group interview, the student said that it was difficult to remember a lot of information in order to do the reading exercises because of the text extension. Another student found difficult to read and listen at the same time because of the audios speed. Those types of difficulties presented when reading might be the main issue of having a low performance in the first two Tasks which are highly related with confidence at the moment of reading in L2. That is why a second phase was re-planned taking into account the students' suggestions such as: reading with the teacher's voice instead of using the CD and make reading tasks shorter.

7.3.3 Phase 1 group interview. This group interview was made with the purpose of knowing the students' perception when they read a text listening to the CD audio and how fourth graders perceived their progress along the implementation of the ShR strategy. Group interview is a way of analyzing the reflective part of Action Research. It helps to identify students' needs, their main difficulties and improvements during the process and in this way adjustments in the methodology can be made. Moreover, Kerlinger (as cited in Cohen et al., 2007) said that interview is one of the research instruments used to follow unexpected results, or to validate with other research instruments and it is a resource to go deeper into the motivations, point of views and perceptions of the participants (p. 351). Taking into account the students' suggestions and perceptions revealed in this group interview a re- planning action was implemented in order to achieve reading comprehension in Fourth graders.

Interview in Phase 1 (Appendix C) was applied after having implemented and checked the results of the two reading activities and according to the results, the students showed difficulties on answering the reading comprehension questions. Hence, a group interview was designed in order to know the students' perception and difficulties during that process; this group interview has three questions: the first one is about the students' feelings when they were listening to the audio from the CD, the second question asks the students for some suggestions to understand the text better when they listen to it and the third question is to know their perception about the length of the text.

The students' perceptions about Phase 1 were looked into through some questions (Appendix H) which were made in Spanish and some relevant replies are:

Question 1: How did you feel when you were listening to the audio text from the CD?

(¿Cómo se sintieron escuchando el audio de la lectura en el CD?)

Student (St) A: Bien, pero un poco insegura porque era mucha información

St A: Fine, but a little bit insecure as there was too much information.

St B: Algunas veces el audio es muy rápido y se me escapa información importante y me pierdo.

St B: Sometimes the audio goes really fast and relevant information is missed and I get lost.

St C: Es muy confuso, se escucha muy rápido además es muy largo.

St C: It is confusing, you can listen to it too fast and it is very long as well.

Those were some examples of the answers given by the fourth-grade students right after having piloting during two classes ShR strategy using the CD as a resource; all of them seemed to be confused and unconfident when developing the reading sections. Student A's answer highlights the importance of developing confidence at the moment of reading in L2 and also mentions insecurity in terms of understanding a lot of information from the reading what probably led to have scores as evidenced in both reading tasks.

Question number 2 was: What do you suggest for a better understanding of the readings when listening to them?

(¿Qué sugieren para entender mejor las lecturas cuando las escuchan?)

Some of their replies were the following:

St A: Que el audio sea más despacio.

St A: I wish the audio were slower.

St D: Cuando nos lees tú es mejor, porque podemos ver que tú haces las voces como si fueras un personaje y eso es divertido, además lees más despacio y te entendemos.

St D: When you read to us is better because we can see that you change your voice and it feels like you are one of the characters, which is fun. You also read slower and we can understand you.

According to the examples presented above, the decision to change the CD to the teacher's voice was made in order to help the students understand better, which made possible to start Phase 2. Anderson's (2009) theory reinforces that if the audio CD is not available, reading aloud could be an option to carry out ShR strategy. Two suggestions were proposed by two students from the group because as in the previous questions, one of the participant mentioned that the audio speed was really fast and found difficult to read and listen at the same time. Hence, one of the suggestions was to make the audios slower (which is not possible because they are already recorded) and the second suggestion was listening to the teacher's voice and read as Student D mentioned. Most of the students agreed with this opinion and the possibility of implementing ShR using the teacher's voice was considered for a second phase. Having made that change impacted positively on leading the students to adopt a reading strategy to improve their reading comprehension.

Question number 3 was: Do you think the length of the readings worked on Wednesdays was good?

(¿Consideran que está bien la extensión de las lecturas que se trabajaron los miércoles?)

The following is an example of their answers:

St A: Si, está bien la extensión de la lectura pero tardamos mucho tiempo y me pierdo.

St A: Yes, it was fine but, it took too long and I got lost.

According to the students' responses in the group interview, they complained because of the text extension; it had approximately more than 400 words which means to listen and comprehend a lot of information in L2, one more issue linked with confidence at the moment of reading a text; as Allington (2002) highlighted "it is quite important to remember that when a student is reading a text, the teacher should always try to accompany this moment so as to make sure that the student is self-confident about her/his understanding of the text" (p. 142). The need of maintaining in the students' confidence once it is gained after having given them the tools for reading, lead them to do it on their own. That is why ShR promotes a strategy to develop confidence when reading.

This is another issue related with the development of confidence in the students. When the students mentioned that "she got lost" because of the text extension, it is an important issue to take into account for future reading assignments. In Phase 2 the number of words were increased step by step in reading Tasks in order to train the students in understanding, and in that way to see their progress in reading comprehension by providing them self-confidence.

The group interview was a great tool to motivate the students' to feel free to show agreement or disagreement with some of their partners' opinions. This exercise worked in a positive way because it allowed to identify the students' perceptions about the implementation of a methodology in the classroom, which made possible to adopt a variation of ShR taking into account the students' suggestions.

7.3.5 Phase 2 Results. This phase was divided into three parts, the first one consisted of reading tasks based on ShR only, the second one was reading task alternating ShR and Silent Reading strategy and the last one was ShR and Peer Reading tasks. All the results were also graded according to AGC's grading system.

7.3.5.1 Phase 2 Results - Part 1. Each reading task had two exercises, the first one consisted of ShR listening to the teacher reading a text and the students did not look at the printed text, after that, the students completed filling gaps or answered questions exercises to check understanding. In the second exercise, the students listened to the teacher reading the text while they read the printed text at the same time, once the reading was done other questions or filling gaps exercises had to be done to check reading comprehension.

In Task 1, the students showed better results when they listened to the teacher without looking at the printed text, 9 of them showed a high performance. At that moment, they demonstrated that understanding was easier when the text was read by the teacher and they had to answer a general question; nonetheless, when they moved to the second exercise (listen and read by looking at the printed text), most of them achieved a low and medium performance which means that the readers presented problems developing reading comprehension exercises as it is seen on YLE flyers (first test) compared with the two reading tasks worked in Phase 1 and the first Task developed in Phase 2 where the students still had medium and low scores in the reading comprehension exercises. After having seen this in the next two reading tasks, the reading comprehension exercises were read by the teacher in ShR with the students before reading the text in order to see if providing previous information about what they were going to read helped increase their results in reading comprehension (Appendix L).

In Task 2, good results were evidenced in both exercises. The first one was a multiple choice exercise to be done after having listened to the reading text read by the teacher; the fourth graders felt comfortable with multiple choice exercises specially where they had pictures in it. The second exercise consisted in filling in gaps to check reading comprehension; this activity allowed the students to have a better performance, probably because they had already done the multiple choice exercise with pictures making it easier to understand the reading task.

In Task 3, the readers' performance was lower when they listened to the text, this time the type of question to check understanding was changed in order to see how much information they could obtain just by listening. Then, there was a second exercise where the students showed a significant difference on reading comprehension after having read and listened to the teacher; in this exercise they had to identify at least four reasons why people emigrate; most of them demonstrated a High and Medium performance due to the option of identifying specific information and this time when the text was read was easier for the identification of ideas, as they expressed in the group interview. Murphey (as cited in Sadeghi et al., 2016) highlighted the importance of repetition in ShR since it promotes

Language and learning go beyond the mere echoing of input material. Murphey believes that shadowing is a step between being other-regulated and self-regulated, at first it seems that we are under the control of others' language (other-regulated), but as we repeat their speech, we repeat their language and become able to control our output, as we fail to repeat accurately, we exert some control over the speaker (p. 131).

Following the teacher while reading is a mechanism to help in the process of L2 acquisition, providing confidence to students and helping them learn new vocabulary, learn new topics through reading and connect with language structure. In this part, it is significant for the students when the

reading texts are read by the teacher and they get more engaged with ShR strategy due to the modification it had providing not extended texts and replaced the CD audio by the teachers' voice.

The students' improvement in Tasks 2 and 3 are significant, this time the reading comprehension exercise was read with them before starting reading and the students could be prepared about what they were going to be asked which helped them to identify some specific ideas in the text. As one of the participant mentioned in Phase 2 group interview, the reading activities helped to improve her reading comprehension because it provided tips for identifying the main ideas in the text. Also, it was linked with the students' improvement in reading comprehension in other subjects taken in English as some of them mentioned in the survey.

7.3.5.2 Phase two Results - Part 2. Interventions from 4 to 7 and number 10 were worked alternating ShR and SR and these reading strategies were applied in different moments of the class to see the students' development and comprehension process when they read using a different strategy from ShR. Their results are showed in *APPENDIX M* in which the students' performance is compared after having read the text and implemented SR and ShR.

In Tasks 4, 5 and 7 there was an increase in reading comprehension when the students read by ShR, in both exercises they had to read the text by themselves first (doing Silent Reading) and solving filling gaps exercises, then, the text was read implementing ShR in which the students read following the teacher voice and after it, they completed a different filling gap exercise (*Appendix M*). In the last stage, it was evidenced that in task 4 the readers had high performance after reading with ShR and in task 5 they had a higher performance when they read by Silent Reading. At that moment, the types of exercise were analyzed; the results showed that students responded better to filling gap exercises to answering specific questions. The information that the students were asked for was the same, however their structure was different.

Analyzing tasks 4 and 5 results, the students had strong difficulties when reading comprehension exercises were presented as open questions because what they most developed in classes was filling in the gap exercises and they were specifically trained in it because of the international exams whose more common type of evaluating comprehension in primary is this type of exercises. However, after taking the reading task 5, the second YLE Flyers test was taken and the students' result increased compared with the first one; at this moment the students had previously worked ShR mixed with SR and could develop some confidence and acquired some strategies to comprehend a text by themselves moving from 35% in the first test to 65% in the second one in high performance.

In Task 6, the students' results were high in reading comprehension after having read with both strategies SR (19 out of 20) and ShR (18 out of 20). However, this time they first read with ShR and then in SR, their results were good when they practiced reading assisted by someone else first; it made them feel confident and familiar with the text and the reading comprehension exercises, as evidenced in the second group interview and the survey. In this task, fourth graders also developed two types of reading comprehension exercises: filling in the gaps after ShR and answering specific questions after SR. As confirmed by the survey and the group interview, the development of confidence when reading was related with comprehension, and having read with ShR at the beginning, made the students engage with the text to then apply a different strategy. As one of the students mentioned in the second interview, they could concentrate more when reading while following to the teacher's voice; a second student highlighted that comprehension was easier when the teacher read because she made gestures and different sound voices according to the story's characters. These strategies implemented while doing ShR had a positive impact on the

students' engagement with the text and, in a certain way, they could increase reading comprehension after reading with ShR and even with SR.

Finally, in Task 10, the students could read a more extended text. They read it with SR first and after that, they completed filling gaps exercises and they achieved a high and medium performance in reading comprehension. Once the students finished the previous activity, they read the text again following the teacher voice (ShR) and they completed a *True* or *False* exercise to check reading comprehension; in this activity, 19 of them achieved a High performance. As it was the last task, the students looked familiarize with ShR strategy showing better reading comprehension and understanding main ideas. As the students expressed in the group interview, it was also helpful for them the connection that they always had with the key words before reading since it led them to understand easier the text and also to develop more confidence.

The use of Silent Reading as a second tool to see the students' progress during this study supports the idea of checking the students' confidence when they are reading silent as evidenced in their correct answers of reading comprehension, since this strategy helps them to concentrate on the text as much as possible that even, they keep that information in their subconscious to use it in their lives (Billah, 2015, para. 3). Leading the students to read using SR makes them to see their progress and not to depend on someone else to read for them because that assistance is not going to be there all the time.

Complementing SR with ShR demonstrated that once the students adopt a reading strategy, it is useful for them at the moment of developing a reading comprehension task; in the case of fourth graders, the help that ShR strategy provided on giving them confidence when reading a text in L2 was important to the process, showing little by little how they faced a text without being assisted by someone else.

After having implemented ShR and SR through the reading tasks with the purpose of checking the students' confidence when reading by themselves, the results were analyzed comparing those two strategies. The high scores during all Tasks (over the 60%) are related to the process of reading until the students took the third YLE test. Here, they could demonstrate a significant improvement after having worked out 10 reading tasks, exploring different reading strategies and different reading comprehension exercises. In the third test, 16% of the students moved to high performance compared with the second test, which means that 80% of the class could achieve high scores in reading comprehension linked it with the confidence achieved when the students read without listening to the teacher as all of them refereed answering "yes" to question 3 about this issues in the final survey implemented after the intervention.

7.3.5.3 Phase two Results - Part 3. Interventions 8 and 9 were made alternating ShR and PR; these reading strategies were applied in different moments of the class in order to see the students' development and comprehension process when they read using a different strategy from ShR. Their results are showed in Appendix N and are based on the students reading comprehension which were graded according to AGC's grading system.

In Task 8 the students first, read the text with a partner by Peer Reading strategy and then completed a filling gap activity to check reading comprehension; once the activity was done they read the text one more time applying ShR strategy (following the teacher voice); finally, the students completed a second filling gaps exercise to check reading comprehension after ShR. In both exercises, they had a high performance in comprehension (13 students reading with PR and 15 students reading with ShR strategy) as in Task 9 most of them were eager to work with a partner which is a fact to highlight. As said by the students in the group interview, once they felt assisted

to read in a L2 the other person (their peer) represented support and complement for understanding the reading text.

The results in this reading sections where ShR and PR were implemented demonstrated one more time the necessity of providing confidence when reading in L2, and adopting reading strategies in which students had assistance, as it was significant for their reading comprehension process. For example, 100% of the participants answered “yes” in the survey to the question if following reading while someone else read it helped them to improve reading comprehension, which is related to these two reading tasks positive results that the students developed after being assisted by the teacher and a classmate.

Reading aloud to the students in L2 brought enjoyment and connections with text and language. Through the process, as seen in the tests and tasks’ higher scores, the students’ reading comprehension improved when reading with ShR strategy “reading aloud to students becomes an interactive approach when the teacher encourages discussion intended to build prior knowledge and to address listeners’ ideas and questions. Discussion supports students in their efforts to arrive at meaning” (The Government of Western Australia, 2013, p. 8). In this case, the students’ performance showed the improvement of their capacity to understand a text using this strategy.

Also, the support of PR during this process promoted them to explore reading in a different form, gaining confidence in someone different from the teacher. “The options range from simply pairing students of the same reading ability together to engage in the reading of a specific text for practice purposes (partner reading)” (Westwood, 2008, p. 50). Having applied a different strategy, in this case PR, encouraged the students to read using their partner as assistance instead of their teacher as it had been done in ShR; they could observe that working with a partner also lead them to have a good reading comprehension. During the implementation of PR linked with ShR allowed

the students to explore from a different point of view the comprehension of a text in the way of supporting their classmate to achieve their goals.

7.3.6 Group interview. At the end of the ten reading interventions from Phase 2, a second group interview was held (Appendix D). This group interview was made with the purpose of knowing the students' perception when they read with ShR following the teacher voice, as they suggested in the first group interview, and how they perceived their progress of reading comprehension during this second phase. The group interviews are useful, according to Cohen et al. (2007), because they allow to gather data on attitudes, values and opinions encouraging groups rather than individuals also, empower the "participants to speak out in their own words" (p. 375). Group interview was a good gathering tool in this study because it was through this, the students could express what they felt about what was held in classes and they also felt free to express their opinions or give some suggestions to future activities. In Phase 2, the students' perception was compared with the first group interview (the one implemented in Phase 1), their participation for this instrument was more active because they shared more detailed opinions about the reading interventions and they showed engagement with the study.

The interview in Phase 2 was applied after having implemented and checked the results of ten reading activities, and according to the results, most of the students had a significant improvement in reading comprehension. A group interview was designed to know the students' perceptions and difficulties during this second phase; it has four questions: the first one is about how the students know they have understood a text, the second one asked about the main difficulties that the students could present when reading a text, the third one asked about the ease of understanding when the

teacher read for them and the last question is about their progress in reading comprehension through the study.

The students' perceptions about Phase 2 were looked into through questions that were made in Spanish (Appendix J):

Question 1: How do you know you have comprehended the text? When you read it - in exams, in class, at home or just for pleasure -

(¿Cuándo leen un texto (dar ejemplo), como saben que lo comprendieron?)

Some examples of their replies are:

Student (St) C: En el colegio por ejemplo, sé que comprendo porque respondo las preguntas fácilmente, las que me preguntan sobre el texto.

St C: At school for instance, I know that I have understood a text because I can answer the reading comprehension questions about the text easily.

St G: Cuando comprendo las palabras, ósea el significado.

St G: When I understand the words, I mean the meaning.

St F: Sé que comprendo cuando tengo claridad de todas las situaciones o temas del texto.

St F: I know that I have comprehended the text when I have all the text' situations or topics ideas clarified.

Most of them agreed that key words before reading in the worksheet helped to comprehend a text and it led them to have reading comprehension. These opinions agree with the fact that “good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well” (Snowling, Cain, Nation & Oakhill, 2009, para. 8). As a matter of fact, having made the students aware of the key words and having

given them time to check new vocabulary was part of the Pre-reading stage to help students understand the text along with ShR and the other strategies implemented, which allowed them to integrate the meaning of the sentence to establish their own coherence; in that way, their reading comprehension was aided. It led them to find main ideas in a reading text as one of the students indicated in the group interview.

Question 2: Which are the main difficulties you have to comprehend a text? What do you do to solve those difficulties and so comprehend the text?

(¿Cuáles con las dificultades para comprender un texto? ¿Qué hacen para resolver esas dificultades y así comprender el texto?)

Some examples of the students' replies to this question were:

St A: Las palabras desconocidas son mi mayor dificultad, para comprenderlas me ayudo con las "key words list" ("lista de palabras claves" que nos das) (proporciona la docente).

St A: The unknown words are the main difficulty; to understand them I use the "Key Word list" that the teacher provides us

St D: No comprendo las preguntas que me hacen del texto. Esto lo soluciono regresándome a leer nuevamente.

St D: I do not understand the questions made about the text. I solve this by reading the text back.

According to the students' opinions, the main difficulties while reading were: understanding some words, lack of concentration, not to understand the reading comprehension questions and not to understand the main ideas. Most of them tried to overcome this situations during the readings activities focusing on the key words and reading the questions before reading the text but, the most

relevant for them was the understanding of new words in order to clarify the ideas. When less vocabulary was understood less reading comprehension was improved. Also, the students emphasized on the necessity of being supported by someone else (the teacher) to clarify the ideas and lead them to a good reading comprehension.

Question 3: When your teacher reads the text, it is easier to comprehend the text? Why?

(¿Cuándo lee la profesora en voz alta, facilita la comprensión del texto? ¿Por qué?)

The following are some examples of the students' replies:

St A: Sí, por la pronunciación que ella hace de las palabras.

St A: Yes, because of the pronunciation of the words she makes.

St F: Hay mayor concentración cuando tú nos lees (la docente)

St F: There is more concentration when you read for us (The teacher)

St G: Sí, la docente se expresa, cambia de voz y haces gestos.

St G: Yes, the teacher makes herself understandable, changes her voice and makes gestures.

All the group agreed that their teacher's reading helped them understand the text. It is evidenced in the quantitative results of the interventions that when they read with ShR strategy they improved their reading comprehension significantly. This supports the idea of Allington (2002) who claimed that teachers should make sure that their students have confidence in themselves to understand what they are reading. The development of confidence when reading by themselves is an important issue because, a teacher is not going to be there available all the time

for reading a text; in addition, this independence and self-confidence will impact positively when they take an exam, or have to do a class activity or even when they read on their own.

Question 4: Do you think you have improved your Reading comprehension with the activities carried out on Wednesdays? Why? How do you know it?

(¿Creen que han mejorado su comprensión de lectura con las actividades realizadas los miércoles? ¿Por qué? ¿Cómo lo saben?)

St A: Sí, porque hemos aprendido más vocabulario.

St A: Yes, because we have learned more vocabulary.

St L: Conocimos de otros temas, historias de personajes interesantes, problemas cuando la gente se va del país, las costumbres de otros países.

St L: We knew about different topics, biographies, immigration problems and other countries culture.

St E: Sí, porque leíamos varias veces de diferentes formas, te escuchábamos, luego leíamos, luego en parejas, a veces solitas.

St E: Yes, because we read many times in different ways, we listened to you (the teacher) then, we read in pairs and sometimes by ourselves.

Interesting opinions were highlighted for this topic, all the students' answers were positive about their reading comprehension progress. The students accepted the changes in the variations of readings and the way of explaining the vocabulary, as evidenced in student A's answer. They appreciated the teacher's reading assistance through ShR; furthermore, they improved their performance in other school subjects that are taught in English. Fourth graders realized the importance of identifying main ideas focusing on key words for reading comprehension.

7.3.7 Survey Results Analysis. After having implemented all the reading tasks (Phase 2), the three Cambridge YLE Flyers test and two group interviews, a survey with YES or NO questions was applied (Appendix B). As a quantitative instrument the student's answers were tabulated and some of them gave their reasons for their answers. Creswell (2012) highlighted that surveys allow to know people's opinions or attitudes regarding a determined topic. Effectively, during this study each student's perception, opinion and feeling about the reading process carried out during the reading interventions were analyzed based on specific topics in five questions, presented in the following Figure.

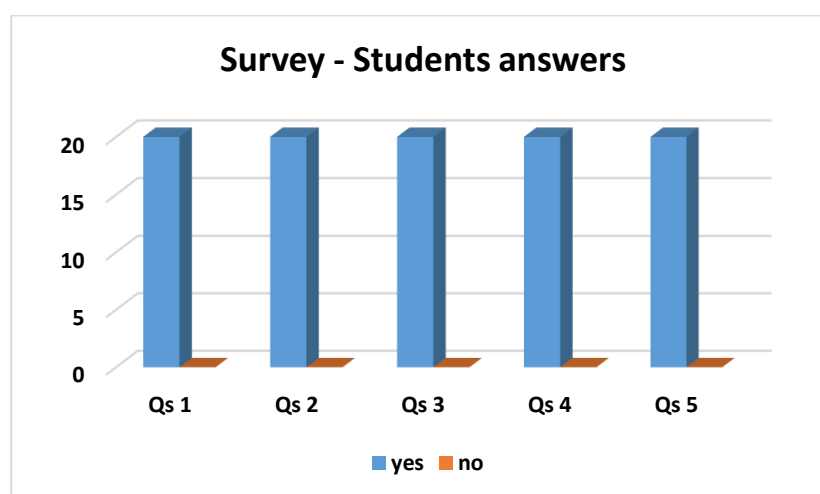


Figure 3. Survey – Students answers

The topics were focused on the students' progress in reading comprehension, but especially to know if the reading sections had helped improve their reading comprehension in school tests, if they have a better reading comprehension in the reading sections when the texts are read aloud by the teacher (ShR) or by themselves, if ShR done by the teacher helped improve reading comprehension and the students' perception about their progress on reading comprehension.

The students' answers were very similar to the ones that they gave in the group interview, all of them had the options to explain why their answer was *yes* or why it was *no* and most of them wrote short explanations about each one of their answers. Some of those explanations were:

Question 1: Do you think that the *Reading* sections implemented on Wednesdays have helped you get better comprehension in L2 (English language)?

(¿Crees que las sesiones de lectura de cada miércoles te han ayudado a comprender mejor las lecturas en inglés?)

"Sí, me ayuda a <i>comprender mejor el vocabulario</i> " (Participant 1) "Yes, it helps me understand the vocabulary better"
"Sí, porque <i>hay más vocabulario</i> que me sirve para el tema" (Participant 2) "Yes, because there are more vocabulary and it helps me understand the topic"
"Sí, las palabras nuevas en inglés <i>me ayudan a comprender los textos</i> " (Participant 3) "Yes, the new words learned in English help me comprehend the text"
"Sí, porque <i>ahora comprendo mejor los textos</i> " (Participant 4) "Si, because nowadays I understand the texts better"
"Sí, porque ahora <i>he mantenido más vocabulario</i> " (Participant 6) "yes, because I have learned more vocabulary"
"Sí, porque al <i>aumentar las veces que leo en Inglés</i> se me hace <i>más fácil comprender</i> " (Participant 7) "Yes, because the more I read the easier it gets"
"Sí, porque <i>ya me va mejor</i> en las actividades de lectura" (Participant 10) "Yes, because I feel better when doing Reading activities"

As these fragments show, the most common answers in the survey were related with the students' improvement on learning more vocabulary in L2 and it is linked with the improvement of their reading comprehension. The connection between reading comprehension and learning new vocabulary was constantly mentioned in the group interview and the survey. Reading comprehension involves many issues to reach comprehension in a text, which has to do with "word recognition skills, linking of the new information to previous knowledge" (Westwood, 2008, p. 31). Understanding the key vocabulary provided before reading the text makes connections between the words and the topic and it helps the students achieve reading comprehension.

QUESTION 2: Have the *Reading* sections on Wednesdays helped you get better results in exercises or exams of reading comprehension at school?

(¿Las sesiones de lectura de cada miércoles te han ayudado a obtener mejores resultados en los ejercicios y las evaluaciones de comprensión de lectura en inglés?)

"Sí, porque <i>aprendí más vocabulario</i> " (Participant 1)
"Yes, because I learned more vocabulary (in English Language)"
"Sí, en Language Arts <i>me va mucho mejor</i> " (Participant 2 and 15)
"Yes, in Language Arts my grades are better"
"Sí, porque ya <i>comprendo mejor las preguntas</i> , así se me facilita buscar en el texto" (Participant 4)
" Yes, because I already understand the questions better , in this way it is easier to find out the answers in the text"
"Sí, porque <i>hemos aprendido más</i> " (Participant 6)
"Yes, because we have learned more"

"Sí, porque al *practicar ya puedo entender mejor*" (Participant 7)

"Yes, because the more I practice the better I understand"

The implementation of reading strategies for reading comprehension has the purpose of giving students tools to comprehend efficiently when reading not only for English class but also for other subjects, exams or activities where reading in English is involved. Westwood (2008) indicated that for efficient reading comprehension the application of reading strategies such as "locating the main idea, making connections, questioning, inferring and predicting" (p. 31). As participant 1 highlighted, learning new vocabulary is an issue that might be involved with the improvement of reading in other subjects and locating main ideas because vocabulary enrichment in L2 leads the student to explore other content in different reading tasks; it also leads them to develop independence when reading and have a better comprehension of the readings assigned. Participant 4 indicated that reading activities developed in classes helped them to understand the questions and find the information in the text easily.

QUESTION 3 Do you think that the reading sections on Wednesday have helped you comprehend better the texts when you read without help or when the teacher reads with you (Shadow Reading)?

(¿Las sesiones de lectura de cada miércoles te han ayudado a comprender mejor la lectura en inglés cuando lees sin ayuda o guía de profesora?)

"Sí, de las dos formas cuando la docente lee primero y luego yo sola, porque así puedo entender el tema de la lectura" (Participant 2)

“Yes, both, when the teacher reads first and then when I do it by myself because in this way I can understand the text topic”
"Sí, ya puedo <i>leer sin ayuda cuando me concentro</i> y lo logro" (Participant 3)
“Yes, I can read without help when I get concentrated and I get it”
"Sí, de <i>ambas formas</i> porque entiendo mejor el vocabulario" (Participant 4)
“ Yes, in both ways , because I undersrtand the vocabulary better”
"Sí, <i>ya puedo leer sola</i> y entiendo mejor las palabras" (Participant 7)
“Yes, I can do it by my own and understand the Word better.

QUESTION 4: When the teacher read with you (Shadow Reading). Did it help you comprehend the text?

(¿La lectura en voz alta de la profesora te ayudo a comprender los textos?)

"Sí, <i>tu pronuncias mejor</i> (docente)" (Participant 1)
“ Yes, your (the teacher) pronunciation is better”
"Sí, porque <i>ella (docente) al pronunciar las palabras las entiendo y luego lo pongo en práctica</i> en los textos" (Participant 4)
“Yes, because she (the teacher) pronounces the words and I can understand them and I put into practice when reading the text”
"Sí, porque <i>al ella (docente) pronunciar las palabras en Inglés las entiendo mejor</i> " (Participant 7)
“Yes, beacuse when she (the teacher) pronounces I understand the words better (in English)”

"Sí, porque ya se cómo entender textos, tú (docente) nos diste pautas" (Participant 14)

"Yes, now I know how comprehend texts, you (the teacher) provided us strategies"

"Sí, muchísimo porque ella (docente) lee un párrafo y explica guiando a la idea" (Participant 19)

"Yes, a lot because she (the teacher) reads a paragraph and explains it leading us to the main idea"

Imitations during the Phase 2 interventions brought an impact on the students reading comprehension; 100% of them answered on the survey that they had improved reading comprehension when the text was read with the teacher through ShR. This supports Commander and De Guerrero's (2012) theory about imitation when reading, they stated that when the student plays an imitative behavior in ShR "seemed to contribute to language development as well as a story comprehension and retention" (p. 9). Imitation as a model helped the students have better comprehension of the ideas, understanding of the words meaning and vocabulary and the students gain confidence when reading a text.

QUESTION 5

How do you know you have improved Reading Comprehension in English?

(¿Cómo sabes que has mejorado tu comprensión de lectura en inglés?)

"Porque ya entiendo más el vocabulario y así entender ideas principales" (Participant 1)

"Because I understand the vocabulary better so, I understand the main ideas"

"Comprendo más y me gusta leer más" (Participant 2)

" I comprehend more and I like to read more"

"Por mis mejores notas en las materias de Inglés" (Participant 3) "Because of my better grades in subjects taught are in English"
"Porque mis notas han mejorado, además aprendo las cosas nuevas del texto mejor" (Participant 4) "Because my grades have improved and I am learning new things out of the text as well"
"Se más Inglés, siento más seguridad" (Participant 6) "My English is better, I feel confident"
"Porque me va mejor en los exámenes de Inglés" (Participant 7) "Because the results in my exams are much better"
"Porque todas las guías que hemos hecho me ayudan a mejorar" (Participant 8) "Because all the worksheets that we have done help me improve"
"Porque cuando me dan una lectura la contesto más rápido" (Participant 9) "Because when I am given a text to be answered, I work on it faster".

Bringing different topics for reading in each sections with the purpose of leading CLIL apart from following AGC school's curriculum had the intention of teaching different contents through language; in this way, the students have the ability to apply what they are learning in other subjects. CLIL has a valid contribution to make personal development and preparation for working in a plurilingual world through the integration, in some way, of content learning and language learning (Coyle et al., 2010, p.53). Most of the students relate their reading comprehension improvement with the improvement of their grades in others subjects in which they have to read and have exams constantly as participant 4 mentioned "when reading new topics they learned from the texts" and it activated their knowledge in other areas which are taken in L2. Participant 1 also mentioned that

learning new vocabulary is related to the reading activities about different topics, for instance emigration in Tasks 3 and 5. The students could learn and use the appropriate vocabulary to understand about immigrations problems around the country and also they could express some personal experiences about that topic.

8. Findings and Conclusions

After analyzing the results of the YLE reading sample test “Emma’s favorite doll” the improvement in reading comprehension in the students showed increase in high performance from 35% in the first test (taken by the students at the beginning of the study) to 80% in the third test (at the end of the study). In addition, 12 reading Tasks implemented in two phases where the students could experiment ShR in combination with other strategies showing a variation of results that were analyzed in order to see the impact of ShR in the reading comprehension of fourth graders. Then two group interviews in which students’ answers became important in the finding of the appropriate strategies along the study. Here, it was highlighted the answer to the research question formulated: How can Shadow Reading help fourth graders improve reading comprehension? The importance of someone else’s assistance for reading in L2 and the positive impact on the improvement of reading comprehension skills ShR brought to the students. Finally, a survey where 100% of the students’ perceptions about implementing ShR in class went in favor of the improving and increasing results of the students in other subjects and activities that require reading comprehension skills. The importance of developing confidence in the students to read in

L2 is fundamental to achieve reading comprehension since it brings significant results in their future academic activities

The analysis of data collected provided the answer to the research question: How can ShR help improve fourth graders reading comprehension? The findings of this study can be focused on five items: 1) following reading strategies, 2) independence and self-confidence when reading, 3) sociocultural awareness, 4) importance of collaborative guiding, 5) reinforcement of Pre-reading activities.

8.1 Following reading strategies

The implementation of reading strategies helped the students realize that comprehension in L2 is possible and that adopting reading strategies is a way to improve reading skills not only when they do it in English but also in Spanish since the strategies can be applied regardless the language.

A reader must actively coordinate a range of strategies, including both word identification and comprehension strategies, to draw upon all available knowledge in the form of cues. Effective readers have often come to use many of these reading strategies automatically so many occur subconsciously (The Government of Western Australia, 2013, p.113)

When ShR was explained to the students the first time, they could not easily read following the CD audio of the text and felt unconfident following this strategy because of the audio speed. However, this issue was discussed with the students and they suggested that rather than using the audio they would like to listen to the teacher's voice. The students' suggestions at the beginning of the implementation of ShR was fundamental to engage fourth graders with the reading text. Westwood (2008) stated that "the value of using the strategy should be discussed with the class,

and students must be given abundant time for guided practice in applying the same strategy and using the same self-talk with feedback from the teacher” (p. 43). The implementation of SR and PR as a combination with ShR brought the opportunity to lead the students to different reading instruction and also made them to notice that not all the reading task could be developed with PR and ShR, which means reading assisted by someone else. Those previous strategies were implemented as a way of providing them with confidence at the moment of doing SR where they had to read and develop a task by themselves. Finally, it could be evidenced that once the students read a text with ShR and then read it with SR, positive results in reading comprehension were achieved in the reading tasks.

In addition, Grabe (2009) pointed out that people develop their reading skills in their first language (L1) as follow:

1. Identifying main ideas.
2. Drawing inferences as appropriate.
3. Connecting main ideas with supporting ideas.
4. Focusing selectively on key information
5. Learning from new information presented in texts
6. Integrating information across a text and across texts
7. Evaluating information in relation to background knowledge and in relation to other texts

This set of variations could extend on through all types of reading strategies underlying cognitive skills and levels of metalinguistic awareness. L1 readers bring all of these experiences and skills to their L2 reading efforts, and these academic skills also develop through L2 reading practice (p. 134).

Bringing new strategies to class as a mode of exploration of the reading texts engaged the students with the process and also let them explore other skills such as listening through ShR, because they had to follow the teacher's voice.

During Phase 2, when ShR was led by the teacher reading aloud, the students could easily connect with the reading strategy because they felt confident being supported by the teacher. Keeping the students' connection with the reading strategy brought positive results in reading comprehension, developing also metacognitive skills and multicultural progress through the comprehension of a text, since there were some tasks whose reading texts were related to cultural aspects such as Task N° 1 from Phase 1, Tasks N° 1, 2, 3, 7 and 8 from Phase 2.

8.2 Independence and self-confidence when reading

Another benefit of implementing ShR was the development of students' confidence and independence when reading in L2; listening to the teacher was a way to feel confident for reading in L2. Allington (as cited in Westwood, 2008) "reviewed a number of studies evaluating the effectiveness of repeated reading and concludes that repeated readings of a text are particularly effective in fostering greater confidence and more fluent reading in students with reading difficulties" (p. 40). In the second group interview, for example, the fourth graders stated that they had gained confidence after implementing ShR because once they had experienced reading with the teacher, it was easier to carry out a reading by themselves. Moreover, it made them feel confident when they developed reading comprehension tasks by themselves.

It was explained that ShR is a strategy where the students read following a CD audio or another person's voice. In Phase 1, during the two interventions, the students listened to a CD but they put

into words that it would be better if the teacher read the text; hence, during Phase 2, the students read following the teacher's voice which made them feel more confident and comfortable at the moment of reading. Also, they experienced SR and PR strategy with the purpose of seeing their own process in reading comprehension. However, according to their performance in reading tasks where they worked with ShR in combination with these two strategies, it could be evidenced how that combination helped them to gain confidence at the moment of reading using a different assistance or just by themselves.

In that way, ShR helped also develop self-confidence and independence to read in L2. For instance, in Phase 2 interventions from 4 to 10, there was a mix of SR and PR in order to observe how much confidence they were able to develop when they read by themselves which was reflected in the Tests results. In intervention 6, especially, ShR was used with SR and there was an increase of independence reading among the fourth graders as evidence in the tasks and tests results. It was evidenced when the standardized test FLYERS was applied; the results of test n°2 were better than those from n°1, and then, the results of test n°3 were better than those from n°2. According to the group interview and the positive results in test n°3, it is possible to affirm that the students felt more confident developing different types of questions.

8.3 Sociocultural awareness

Implementing CLIL (Content and Language Integrated Learning) was an opportunity to bring the teacher to teach L2 through a reading topic. During this study the students experienced reading tasks, in both Phases, about other cultures, biographies about people who had great impact on history, personal experiences about immigration, and fables. When reading those texts, the

students had to learn new vocabulary, contexts and topics which provided a wide range of culture through language.

In order to connect the students' previous knowledge with the topic before reading, they were asked to bring personal experiences about that topic as a Pre-reading activity. Sometimes, in the Post-reading stage, they were asked to develop writing exercises where they were contextualized about real situations they were familiar with; and there, they wrote down about the Colombian culture or personal experiences at school or outside. For example, in task 7 (Phase 2), the students read about a girl who visited Japan and mentioned some special items about Japanese culture, as a Post-reading activity; the fourth graders had to write the differences that they could see between that culture and theirs (Colombian culture).

McDougald (2015) said that “incorporating multicultural perspectives in the classroom with CLIL would allow students access to diverse scenarios, cultures and realities that belong to different content areas, thereby enriching the teaching and learning process, making the new knowledge readily applicable in their lives” (p. 36). This intervention was important to engage the students with reading and learn about other cultures; it also gave them the chance to learn new vocabulary and also understanding issues of social situation through language.

8.4 Importance of collaborative guiding

During this process, the teachers played a fundamental role when applying ShR strategy, especially in Phase 2 when the students suggested that they could have a better understanding of the text if it was read by the teacher since they did not feel comfortable when they had to follow the CD. That is why the teacher adopted the role of a guider in the process when reading and leading the Tasks.

Besides, as it is seen in the analysis of data, once the teacher took the position of main reader, the students' reading comprehension was better. In addition, combining ShR and PR helped in terms of motivating the students to try another way to read by using assistance, in this case, one of their classmates. PR was implemented in Tasks 8 and 9 when the students had been practicing ShR several times before. There was a positive impact on the reading comprehension results showing over the 65% a high performance after reading with PR and ShR.

At the beginning, when ShR strategy was explained, the students required the teacher intervention most of the time as part of the process, which called the students attention and made them feel confident with the idea of having assistance of the teacher. In this sense, "guiding sessions involve the teacher providing scaffolds as students practice the strategy. It is important to provide ongoing feedback and support as students begin to independently use the strategy" (The Government of Western Australia, 2013, p.130). Finally, the advantage that the teacher replaced the work of the CD reproducing the text using a loud voice helped to facilitate the students' understanding when reading during Phase 2 and also motivated them to use the reading strategy in other academic contexts.

8.5 Reinforcement of Pre-reading activities

In all the reading tasks was necessary to introduce the key vocabulary to understand the reading text, which showed two advantages for the reading comprehension of the text: First, when the students already knew the key words before facing the reading, they could predict what it was going to be about, and second, while reading the text, it was easy for the students to identify the key words and connect them with the meaning, thus, the reader could easily understand the main

idea from the text. During all the interventions in the Pre- reading stage a “key words” activity was developed before reading the texts in order to motivate the students to understand their meaning in English and also with the purpose of making predictions about the text which helped them activate their background knowledge.

For the students the main difficulty when reading in L2 was the limited knowledge of vocabulary that they had; besides it was not easy to engage comprehension when words were not understood and less connection of ideas was evidenced. Westwood (2008) focused on the necessity of sometimes “pre- teach new vocabulary before a text is read in order to enhance comprehension (p. 34). In all the interventions the worksheets included a corner with some key vocabulary words and their meaning. However, these sections were always worked before reading the text with the students projecting them on Power Point Presentations, videos or just giving some examples orally. It made the students concentrate on the reading topic and also connect the words with main ideas when reading.

When rapid word recognition is evidenced, reading fluency is achieved. In the second group interview a student mentioned that she realized that she could comprehend the text because she learned the key words before reading which helped her to understand the main ideas of the text. Also another participant highlighted that thanks to the “key words” section, it was easier to comprehend the text. This is related to what Westwood (2008) found:

Poor word recognition skills lead to dysfluent reading performance and loss of meaning. We cannot read fluently any text that we do not understand; but we can read text much more fluently when we do understand it. Dysfluent reading may therefore signal to the teacher that the text a student is using contains vocabulary and concepts that are beyond the reader’s current capabilities (p. 40).

Vocabulary teaching to fourth graders was related to the meaning and the use of the words in English providing and asking the students about examples, or even identifying the words in the text in order to make them recognize the importance of the word when reading to finally have a better reading comprehension.

8.6 Significance of the results

The implications of the study at Aspaen Gimasio Cantillana School demonstrated how ShR strategy positively affects reading comprehension; this strategy should be taught and implemented in most of the reading activities carried out in classes to help them become independent readers, emphasizing on their needs when facing a reading text in L2 and improving comprehension (understanding general ideas, identifying and connecting the new vocabulary with the text). Moreover, the use of reading strategies in the Reading course from Elementary level should be included in the syllabus course with the purpose of creating in the students the necessity to adopt reading strategies when reading and achieving academic and personal goals. The present study shows that not only ShR, but also Peer and Silent reading strategies led to improve reading comprehension impacting on the students' process of learning a foreign language.

The advantages of reading aloud to students brought confidence to develop reading comprehension in L2 in Fourth graders students. Once the students engaged with ShR strategy and explored it with other strategies, the development of confidence when reading was evidenced in their results especially when they read by themselves (using SR). However, when PR was implemented the students had to read with a person different from the teacher and had to put their

confidence in one of their classmates; this experience also brought positive results in reading comprehension.

It helps them to be actively involved in reading in a supportive way, understand how texts are read and hear effective reading, experience success and satisfaction as they become familiar with texts, gain access to and enjoy texts that may be beyond their independent reading levels, interact with texts at their own reading levels, develop knowledge of texts conventions and be exposed to a range of text forms (The Government of Western Australia, 2013, p.17).

The main problem evidenced in the needs analysis was the low level of reading comprehension in fourth graders students. The implementation of ShR as a main strategy was because of the aid the students had when they listened to someone else rather than reading by themselves. A plan was designed in order to see the effectiveness of ShR strategy to help the students improve their reading comprehension. However, during the planning phase, it was considered the combination of ShR with other reading strategies such as PR and SR in order to see the students' progress in reading comprehension and independence using a different reading strategy. According to the students' performance in the test and their results in the survey, it was evidenced the improvement of reading comprehension skills and the acquisition of independence through the study. Also, after the second group interview and the survey were implemented, the students expressed that their improvement of their reading abilities in L2 was thanks to the implementation of ShR strategy in combination with other ones. It helped the fourth graders to understand better the vocabulary and different types of reading comprehension exercises (filling gaps, multiple choice, answering questions); ShR strategy in combination with others made them realize that the teacher assistance is more as a guide and not a necessity.

8.7 Pedagogical implications

This study contributes to the ELT (English Language Teachers) community by offering a strategy not commonly used in the classroom; a reading strategy where learners and teachers are constantly involved to achieve comprehension. Learners love the teacher support, specially the little ones, and reading is the special connection that a teacher can have with them through teaching language, learning new topics and learning from new experiences. The ELT community should consider reading strategies, specially the interactive ones, to connect the students with L2 and encourage the students to read and, in this way, improve other skills such as listening and writing.

Providing the students strategies to improve their reading comprehension is one of the most important issues to achieve comprehension especially in L2. Implementing a reading strategy in combination with other is a good possibility with the purpose of seeing if the goals settled are being achieved. Westwood (2008) indicated that “the implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully” (p. 37). It is also important to take into account that reading strategies have to be linked with explicit reading instruction; if the students do not engage with a reading strategy is it possible that the problem remains.

Once a reading task is brought into class the reading section needs to be divided in three stages: Pre, While and Post reading. Before providing the printed text to the students, it is important to work on key vocabulary to give them an idea about what they are going to read and also, what they are going to be asked about. It is also important to read questions and exercises of reading comprehension before reading the text. The while reading stage is the opportunity to implement a reading strategy (ShR, PR or SR) in order to develop students’ self-confidence and independence.

Finally, for the post reading stage the development of the reading comprehension task are linked with a good level of reading comprehension. Hence, before developing the comprehension activities, checking the students' comprehension orally might help and provide them with confidence in the development of the comprehension. To reinforce the topic, the students are encouraged to share, compare or express personal experiences related to reading through writing or speaking exercises.

As a pedagogical implication in this study, it is possible to mention that once the students were familiarized with ShR strategy, in some sections, they had the option to complete a written exercise at the end of the activity; these written activities consisted in writing about something following the same structure of the text that the students had just read. Over the 50% of the students completed the written exercises following the reading texts as a model to create their own story or summary with their own words.

The intervention schedule should be carefully planned since classes might be constantly interrupted by special events at school. For this reason, it is important to keep the students conscious about the process they are carrying out during the study.

8.8 Limitations of the present study

When considering to implement ShR to improve L2 reading comprehension skills in fourth graders, guiders could face some limitations in the uses of this strategy and have to make sure what tool is suitable according to the students' needs making emphasis on the use of the text audios or teacher's voice. During Phase 1, it was hard to focus the students on the importance of following the CD audios of the text while reading and most of them did not understand the role that it was

playing with ShR strategy. Unfortunately, the students got bored and limited to just listening to the text and not connecting it with the printed text.

Another issue to take into account was that the text should not be extended because they had to read at least three times and class time was not enough to cover a long process. The students in L2 tend to read slower and they might present low level of reading comprehension in L2 and had problems when processing information. Besides, the teacher could choose all the texts because an institutional syllabus had to be followed based on course books which sometimes contained extended texts.

It is unknown if the students improved their reading comprehension in L2 when they read in other subjects or read at home by themselves. They showed increase in reading comprehension through ShR strategy implemented by developing the reading tasks but, in other subjects is kind of difficult to measure their progress in reading comprehension.

8.9 Further research

Once the low level of reading comprehension was identified in the students in L2, it was necessary the implementation of reading strategies, and when ShR strategy was carried out in reading sections, not only reading comprehension was improved but also other skills were developed, such as word recognition, listening actively, reading fluency, self-confidence, and independence reading.

Also, Repeated Reading can be explored through other types of readings assisted by someone or something else. Some options for repeated reading are “Echo Reading, ShR, Shared Reading,

Assisted Reading, Choral Reading, Tape Assisted Reading, Reader's Theatre, Radio Reading, Poetry Club and Buddy Reading" (The Government of Western Australia, 2013, p.32).

Likewise, it is possible to take advantage of a reading strategy to improve other skills. For instance, when reading, the students make connections with L2, they learn more vocabulary and can improve other skills in L2 such as *writing* and *listening*. In this study, most of the students had no problem with creating a piece of writing because they had already read and seen a text structure which worked as a model for them.

It is necessary to highlight that reading comprehension was achieved in this study but, the improvement of other skills emerged. So, for further research some questions came up: Can Shadow Reading help to improve listening skills? Or maybe the combination of Shadow Reading and Shadow Listening can bring significant results on those skills. Finally, another question that could be possibly answered is How to improve word recognition through Shadow Reading? Because vocabulary recognition was important to identify main ideas in the text and it is also necessary to achieve reading comprehension.

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Appendix

Appendix A. YLE Flyers Test Sample

CAMBRIDGE YOUNG LEARNERS ENGLISH

YLE Flyers Reading and Writing

Sample Paper

Part 5
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Emma's favourite doll



My name is Betty and I have a little sister called Emma. She has lots of dolls, but her favourite one is called Daisy. Mum and Dad gave it to her when she was a baby and she takes it everywhere with her. She takes it to school and to her bedroom and when we sit down to eat, the doll always sits next to Emma.

Last Sunday, our family went to the park to have a picnic. We took our dog, Treasure, with us and of course, Emma took Daisy too. There were a lot of people in the park because it was sunny. We found a place near the lake to have our picnic. After lunch, Emma and I went on the swings. After a few minutes, Emma said to me, "Betty, I want Daisy on the swing with me. Can you go and get her for me?" "OK!" I answered.

But when I went back to our picnic, Daisy wasn't there. "Mum!" I shouted, "we've lost Daisy!" Dad looked in all the bags and Mum and I looked under our sweaters and other things, but we couldn't find her. I went to tell Emma the bad news, but when I got there, I saw Treasure. He carried Daisy carefully in his mouth. "Look!" said Emma, "Treasure has brought Daisy to play with me. He's very kind."

10

Examples

Betty has _____ a little sister _____ called Emma.

_____ Daisy _____ is Emma's favourite doll.

Questions

- 1 Emma got the doll when she _____ .
- 2 Daisy always sits _____ Emma when she eats.
- 3 The family had a _____ in the park on Sunday.
- 4 The park was full of people because _____ .
- 5 Emma and Betty played on _____ after lunch.
- 6 Mum and Betty looked everywhere, but they _____ the doll.
- 7 _____ brought the doll to Emma.

11

Appendix B. Survey

ENCUESTA FINAL

Apreciadas estudiantes

Como es de su conocimiento, actualmente estoy realizando estudios de maestría en Didáctica De la Lengua en la Universidad Industrial de Santander. Como parte de mi proyecto de investigación, todos los miércoles hemos realizado unas sesiones de trabajo enfatizando la lectura guiada en nuestra clase de inglés. Una vez finalizadas estas diez sesiones es necesario conocer sus puntos de vista acerca de las actividades desarrolladas.

Aprovecho para agradecer a ustedes por su gran aporte y disposición ante este proyecto, las invito a responder las siguientes pregunta marcando con una “X” Si o No. Está la casilla del “¿Por qué?” en caso de que quiera profundizar su respuesta.

1. Do you think that the Reading sections implemented on Wednesdays have helped you to comprehend better the Reading text in L2 (English language)?

(¿Crees que las sesiones de lectura de cada miércoles te han ayudado a comprender mejor las lecturas en inglés?)

Si _____ No _____

¿Por qué? _____

2. Have the Reading sections on Wednesdays help you to get better results in exercises or exams of Reading comprehension at school?

(¿Las sesiones de lectura de cada miércoles te han ayudado a obtener mejores resultados en los ejercicios y las evaluaciones de comprensión de lectura en inglés?)

Si _____ **No** _____

¿Por qué? _____

3. Do you think that the Reading sections on Wednesday have helped you to comprehend better the texts when you read without help or when the teacher reads with you (shadow reading)?

(¿Las sesiones de lectura de cada miércoles te han ayudado a comprender mejor la lectura en inglés cuando lees sin ayuda o guía de profesora?)

Si _____ **No** _____

¿Por qué? _____

4. When the teacher reads with you (Shadow Reading). Did it help you to comprehend the text?

(¿La lectura en voz alta de la profesora te ayudo a comprender los textos?)

Si _____ **No** _____

¿Por qué? _____

5. How do you know you have improved Reading comprehension in English)?

(¿Cómo sabes que has mejorado tu comprensión de lectura en inglés?)

Appendix C. Group interview phase 1

GROUP QUESTIONS (PHASE 1)

1. How do you feel when you were listening the audio text from the CD?
(¿Cómo se sintieron escuchado el audio de la lectura en el CD?)

2. Could you give some suggestions for understanding better the texts when you listen?
(¿Que sugieren para entender mejor las lecturas cuando las escuchan?)

3. Is it good the extension of the text you read on Wednesdays?
(¿Consideran que está bien la extensión de las lecturas que se trabajaron los miércoles?)

Appendix D. Group interview phase 2

GROUP QUESTIONS PHASE 2

1. When you read (in exams, in class, at home or just for pleasure). How do you know you comprehend the text?
(¿Cuándo leen un texto (dar ejemplo), como saben que lo comprendieron?)
2. Which are the main difficulties you have to comprehend a text? What do you do to resolve those difficulties and comprehend the text?
(¿Cuáles con las dificultades para comprender un texto? ¿Qué hacen para resolver esas dificultades y así comprender el texto?)
3. When you teacher reads the text, it is easier to comprehend the text? Why?
(¿Cuándo lee la profesora en voz alta, facilita la comprensión del texto? ¿Por qué?)
4. Do you think you have improved your Reading comprehension with the activities carried out on Wednesdays? Why? How do you know it?
(¿Creen que han mejorado su comprensión de lectura con las actividades realizadas los miércoles? ¿Por qué? ¿Cómo lo saben?)

Appendix E. School permission

 Aspaen
Gimnasio Cantillana
BUCARAMANGA

Piedecuesta, 7 de octubre de 2016.

PROFESORES
COMITÉ ASESOR DE PROGRAMAS DE POSGRADO (CAP)
ESCUELA DE IDIOMAS
UNIVERSIDAD INDUSTRIAL DE SANTANDER

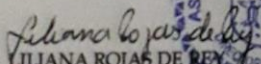
REFERENCIA: Carta de aval para plantear o realizar un trabajo de aplicación de maestría.

Estimados profesores,

De acuerdo a lo establecido en el *Reglamento General de Posgrado* de la Universidad Industrial de Santander y como representante legal de ASPAEN Gimnasio Cantillana, me permito indicar que contamos con la disposición para que Ruth Eliana Rodríguez Guevara, identificada con la Cédula de Ciudadanía número 1.075.258.251 expedida en la ciudad de Neiva- Huila, pueda plantear su trabajo de aplicación resolviendo un problema de interés para nuestra entidad en el seno del programa de posgrado *Maestría en Didáctica de la Lengua*, de la Escuela de Idiomas, Universidad Industrial de Santander.

En nombre de ASPAEN Gimnasio Cantillana, a quien represento, agradezco de manera especial la consideración del estudiante admitido. Quedo atenta a cualquier requerimiento en caso de ser necesaria cualquier aclaración o información adicional.

Cordial saludo,


LILIANA ROJAS DE RENGIFO
Representante Legal
ASPAEN Gimnasio Cantillana



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EFQM

Manuelito Uña Guevara 4:54 pm 7-oct-2016

Appendix F. Parents' consent



Maestría en Didáctica de la Lengua

Escuela de Idiomas

Facultad de Ciencias Humanas

Estimados Padres de Familia

Actualmente me encuentro realizando estudios de maestría en Didáctica de la Lengua con énfasis en inglés, en la Universidad Industrial de Santander y para mi proyecto de grado he decidido trabajar sobre las estrategias de lecturas utilizadas en la clase de inglés en el grado cuarto A, Durante el tiempo que llevo con las niñas, he identificado algunas dificultades en la comprensión de lecturas en inglés; es por eso que decidí enfocarme en una estrategia de lectura llamada SHADOW READING (lectura sombreada) la estrategia consiste en realizar lecturas con soportes de audio a través de diferentes sesiones con el fin de ayudar a mejorar esta dificultad.

Muy amablemente solicito su permiso para la participación de su hija en la aplicación de esta implementación, que se llevará a cabo durante los meses de Julio, agosto, septiembre y parte de octubre. Estas implementaciones se realizarán dos horas por semana en las clases de reading.

Si usted decide permitir que su hija participe en este estudio, a ella se le pedirá realizar una entrevista inicial para hablar sobre su percepción hacia la lectura cuando esta es guiada por la docente. Esta entrevista será grabada y se realizará en un horario dentro de la jornada escolar, sin embargo, no se afectará su desempeño dentro de las clases. Además, se utilizarán algunas herramientas de recolección de datos, que me permitirán brindar una información más válida a mi investigación como talleres y percepciones grupales.

Igualmente quiero manifestarle que toda la información que se obtenga, será llevada con la más estricta confidencialidad, anonimato y privacidad que caracteriza este tipo de actividad. Cabe decir, que los resultados de este proyecto podrían ser publicados en un artículo. Esto no quiere decir que la identidad de los participantes será revelada. Todo se mantendrá bajo estricta confidencialidad.

Les agradecería que permitirían a su hija participar en este proyecto, como creemos que contribuirá a fomentar nuestro conocimiento en la implementación de estrategias para mejorar la habilidad lectora de nuestros estudiantes; Esta investigación cuenta con el apoyo y aval de nuestra institución (adjunto carta aval de la institución)

Si usted tiene alguna pregunta sobre el estudio, o si desea información adicional para ayudarle a tomar una decisión, no dude en comunicarse conmigo, Ruth Eliana Rodríguez Guevara en eliana.rodriguez@cantillana.edu.co. Gracias de antemano por su interés y apoyo en este proyecto.

Atentamente,

Ruth Eliana Rodríguez Guevara

Investigador Principal (Docente de reading.)

Formato de Autorización.

He leído y entendido la carta que lo acompaña y doy permiso para que mi hijo (a)
_____ participe en este
trabajo de investigación.

Nombre: _____

Relación con el niño(a): _____

Firma: _____

Appendix G. Interventions – phase 1

	ASPAEN GIMNASIO CANTILLANA	READING FOURTH GRADE____
NAME: _____ DATE: <u>Wednesday, May 17th</u>		

INTERVENTION PHASE 1**Task 1****PART I**

AFTER LISTENING THE PASSAGE “THE WORLD AWAITS” Written by Sean Martin

Complete the following information

1. The reason why Alisha and her family traveled around the world was because,

2. Alisha and her parents did not have time to visit in South America

_____.

3. The official sport in Brazil is _____.

4. From Brazil Alisha and her family flew to _____.

KEY WORDS

Travel
Trip
Cultures
Journey
Souvenirs
Traditions
Continent
Museum
Adventure
Tour

5. They traveled to Paris by _____.
6. In Europe Alisha visited _____
7. After Alisha and her parents visited India, they _____
8. Alisha and her parents visited _____ countries
9. The Taj Mahal was built in honor of _____.
10. The passage main idea was _____.

THE WORLD AWAITS

Written by Sean Martin

When I entered the writing contest, I never thought I would win. I had to write about the world travel. But I had never ever been outside my home state. Still, I did my best to imagine what a trip around the world would be like. I closed my eyes and pictured faraway places. I thought about meeting people from different cultures, seeing beautiful lands, and discovering interesting wildlife. I wrote the best essay I could and sent in my entry.

A month later, I received a letter about the contest. Incredibly, I won!! The letter said the grand prize was a trip around the world! I couldn't believe it. My parents and I packed our suitcases right away. We were going on the best vacation ever!





The first stop in our journey was South America. We went to Rio de Janeiro in Brazil. What a wonderful city! We walked along gorgeous beaches lined with palm trees. We rode in cable car to the top of Sugarloaf Mountain and enjoyed an incredible view of

the city. I wanted to take a ride down the Amazon River, the world's second – longest river. I was hoping to see the unusual plants and animals that lived in the tropical rainforest, but we did not have time.

Instead, we went to see a game of *futebol*, which is the Portuguese word for soccer. *Futebol* is the country's national sport. Fans at the game were very excited. The only problem was that none of us could understand what they were shouting. We could not speak Portuguese. However, we were lucky enough to find some people who spoke English to help us.

From Brazil we flew to Africa. We landed in Yaounde, Cameroon. We walked by people making marvelous works of arts. One man was creating a batik. He used hot wax to stamp symbols on white fabric. Then, he added colorful dyes to the fabric. Next to him, a woman was carving a mask out of the wood. She decorated it with paint and shells. I wanted to buy so many souvenirs to take home!



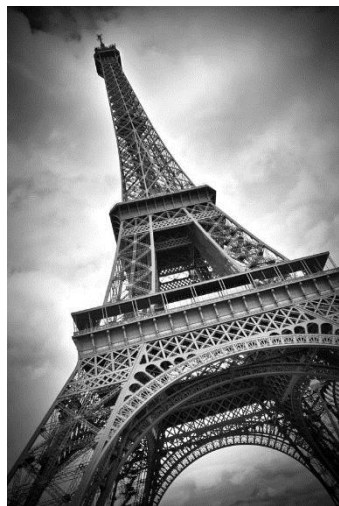
Our next stop in Africa was Morocco. We drove to the Sahara desert where we met people called Berbers. They showed me some of their ancient traditions and dances. During our stay, I had to drink plenty of water. It was very

hot and humid. The temperatures was over 100°F! Some people gave us thin clothes to cover ourselves. Those cloths made us feel much cooler.

After two days, we traveled to Spain. It is located on the continent of Europe. We went to the city of Seville for the Feria de Sevilla, or the Seville Spring Fair. It is the biggest spring fair held in Andalusia. In the afternoon, we went to see the parade of decorated carriages and horses. The horse riders and the people were dressed in their Andalusian costumes.



That night, we watched flamenco dancers in beautiful dresses with lots of colors. They stomped their feet and clapped their hands to the music. I could not help but clap, too.



The following morning, we took the express train to Paris, France. Boy, was that train fast! Once in Paris, we got to the Louvre in no time. The Louvre is a large Museum that was once a king's palace. We saw hundreds of famous painting. Then, we visited the famous Eiffel Tower.

We also walked along Seine River and watched boats go by. I tried some new foods, too. My favorite thing to eat in France was a crepe. It is like a pancake that is filled with cheese or jam. It was really tasty!

Soon it was time for our next adventure. But I was so tired! I had to take a nap on the plane. When I woke up, we were landing in Asia. First, we went to Agra, India, to see the Taj Mahal. It is a large monument made out of white marble. There are gardens all around the building. My



parents told me that a king build the Taj Mahal in honor of his wife who had died. What a shame that the king's wife was not alive to see such a beautiful building.

The Great Wall of China



The next country we visited was China. I saw part of the Great Wall of China. It is so long that astronauts have seen it from space!

A few days later, we flew to Tokyo, Japan. We went to the Tokyo fish market to buy food for dinner. People were selling tiny yellow fish, big silvery fish, and everything in between. Later, we went to the top of the Tokyo tower. From the observatory, we could see Mount Fuji, Japan's highest mountain. It was amazing sight.



After a good night's sleep, we took off for Australia. The first thing we did was to go to Sydney and take a tour to the Opera House. The roof looks like it was made of giant seashells.



That afternoon, we decided to ride through the outback. It reminded me of a desert, with all the thick sand on the ground. We visited national parks and saw many different plants and animals. The kangaroos were the funniest. I loved watching them hop around. But to me, the koalas were the cutest.

Finally, I was time to return to our home in North America. We didn't visit the continent of Antarctica, but that was okay. It is too much cold there!





The flight home seemed to last forever. I did my best to sleep on the plane, but it was no use. I could not stop thinking about our trip. I had seen and learned so much! I met many interesting people. I learned some new words in different languages and discovered delicious foods.

I could not wait to show my friends all of the pictures I had taken.

TAKEN FROM: Reading Paths Student Book Level 4. First Edition: January 2010. Seventh Print: March 2013, Santillana USA Publishing Company, Inc. D.R. Richmond Publishing, S.A de C.V 2010, p. 16 – 25.

PART II

Reading comprehension after Shadow reading Strategy (reading with the audio CD) complete the following sentences.

ADAPTED FROM: Reading Paths Student Book Level 4. First Edition: January 2010. Seventh Print: March 2013, Santillana USA Publishing Company, Inc. D.R. Richmond Publishing, S.A de C.V 2010, p. 26-27

1. The reason why Alisha and her family traveled around the world was because,

2. Alisha and her parents did not have time to visit in South America

_____.

3. The official sport in Brazil is _____.

4. From Brazil Alisha and her family flew to _____.
5. They traveled to Paris by _____.
6. In Europe Alisha visited _____
7. After Alisha and her parents visited India, they _____
8. Alisha and her parents visited _____ countries
9. The Taj Mahal was built in honor of _____.
10. The passage main idea was _____.

Alisha and her parents saw many new places and had new experiences in their trip. Think about a time when you traveled to a new place. How was your experience like Alisha's? How was it different? Write at least one paragraph to answer these questions.

INTERVENTION PHASE 1

Task 2



ASPAEN
GIMNASIO CANTILLANA

READING
FOURTH GRADE__

NAME: _____ DATE: Wed, May 24th

ART I

AFTER LISTENING THE PASSAGE “Jessie Owens, Olympic Athlete” Written by Sophia Jones

Complete the following information

1. Jesse Owens was born in _____
2. To help his family Jesse had _____
3. When Jessie started to attend Cleveland East Technical High school. Charles Riley was impressed because _____.
4. At the beginning the reason why Jesse could not practice after school was _____.
5. Jessie was an African American, they had some restrictions like _____.

6. Jessie set three _____ in 1935. He competed in the long jump, the 220- yard dash, and hurdles.
7. In Germany Jesse participate in _____ games.
8. He was the first African American to win _____ in the Olympic Games
9. Jesse trained amateur athletes for _____.
10. Jesse proved that African Americans could be successful athletes, that people should not be treated differently because of the color of their skin. In 1976, Jesse had the highest honor he receive _____.

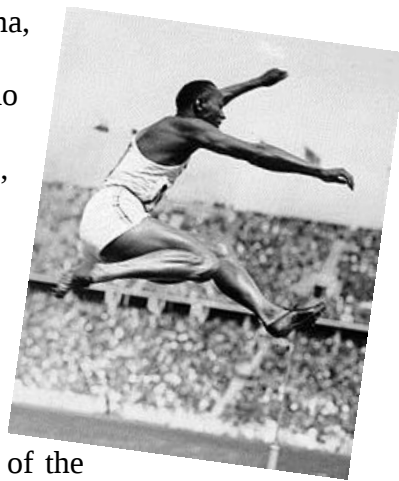
JESSE OWENS, OLYMPIC ATHLETE

Written by Sophia Jones

James Cleveland (Jesse) Owens was born in Oakville, Alabama, in 1913. Jesse's family moved from Alabama to Cleveland, Ohio when Jesse was nine years old. On the first day at his new school, the teacher asked his name. Jesse said "J.C.," because that is what his friends in Alabama called him. The teacher thought that he said "Jesse." From that day on, everyone called him Jesse.

No one knew that one day Jesse Owens would become one of the world's greatest athletes.

Jesse had a difficult life from early on. His father moved the family so he could find a better job. His parents did not find living in Ohio any easier than in Alabama. They worked hard but

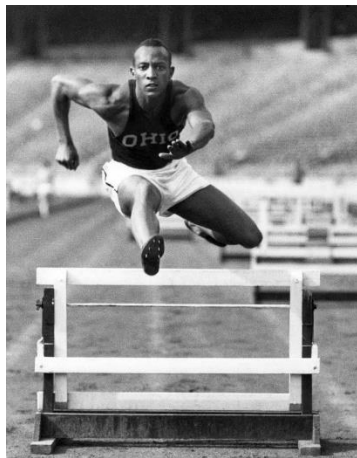


earned little money. Sometimes Jesse did not have enough food to eat. Often he was sick. Jesse helped his family by working at several jobs. He delivered groceries and worked in a shoe repair shop. At the same time, he continued to study very hard in school.

Jesse attended Cleveland East Technical High School. One day, Jesse was running the 60-yard dash. Charles Riley, the coach of the school track team, was impressed by how fast Jesse could run. He asked Jesse to join the team. However, Jesse could not practice after school because he had to work. Coach Riley agreed to help Jesse every morning before school.



Jesse soon became a champion. At one track meet, he ran the 100-yard dash in just 9.4 seconds. That tied a world record. Jesse also competed in the long jump event. He jumped almost 25 feet!



Many colleges wanted Jesse in their track teams. He finally chose to attend Ohio State University. There Jesse faced more challenges. He had to continue working to earn enough money to stay in school. Also, Jesse was an African American. At that time, African Americans were not allowed to use the same public places as white people. Jesse had to live in a different building from his white teammates. He had to eat in separate restaurants. When the team traveled, Jesse had to sleep in different hotels.

Despite the hardship, Jesse never gave up. He kept working hard and setting records. Just before a 1935 track championship, Jesse hurt his back. He decided to compete anyway. He competed in the long jump, the 220-yard dash, and the hurdles. He set world records in all three

events. He also tied a world record in the 100- yard dash. No one had ever set that many track- and – field records in one day.

In 1936, Jesse Owens participated in the summer Olympic Games in Berlin, Germany. At the time, the leader of Germany was Adolf Hitler. Hitler thought that German athletes would dominate the Olympic Games. He believed his athletes would win most of the events. He also thought that Germans were better than anyone else.

Jesse Owens showed the world that Hitler's views were wrong. Jesse won the 100- meter and 200- meter sprints. He also won the long jump and the 400- meter relay. Jesse had not planned to run the relay, but this team needed him. The relay team set a record time. This record lasted for twenty years. Jesse Owens was the first American ever to win four gold medals in one Olympic Games. The German people were very surprised by Jesse's skill and speed. Many of them cheered for Jesse as he finished each event.

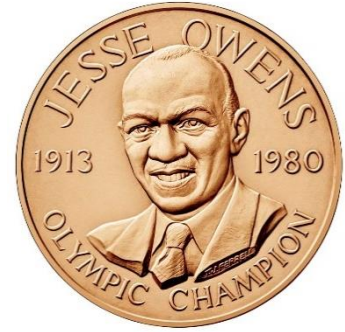


Winning at the Olympics did not make Jesse's life any easier back in the United States. Although Jesse Owens had been a hero at the Olympics, people still treated him and other African

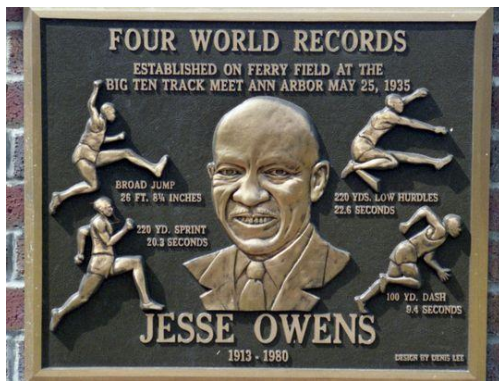


American Unfairly. Jesse also earned less money than white athletes did. Jesse needed to earn enough money to support his wife and young children, but he could not find a job that paid well. So Jesse Owens became a professional runner. He ran in many races to earn money. Sometimes he ran against other people. Other times he ran against horses and even motorcycles.

In the 1950's, Jesse Owens began speaking at different public events. Soon Jesse started his own public relations company. He went around the country and talked to people. He spoke about working hard and not giving up. He said that sports could bring people together. Jesse told others that the way people looked on the outside was not important.



Jesse also tried to help people in need. He worked with children in poor areas. In 1956, he organized the Junior Olympic Games for children in Chicago. He worked with amateur athletes training for sporting events.



Over time, people began to treat Jesse with great respect. In 1976, President Gerald Ford gave Jesse Owens the Presidential Medal of Freedom. That was a very special day for Jesse. It was the highest honor of a civilian could receive. Jesse proved that African Americans could be successful athletes. He showed that people should not be treated differently because of the color of their skin.

Jesse Owens died on March 31st, 1980. He was sixty – six years old. Throughout his life, Jesse was very determined. He overcame poverty. He became a champion athlete and a successful businessman. He did more in his life than most people ever dream doing. Not only is Jesse Owens one of the greatest athletes of the twentieth century, but he is also inspiring human being.

TAKEN FROM: Reading Paths Student Book Level 4. First Edition: January 2010. Seventh Print: March 2013, Santillana USA Publishing Company, Inc. D.R. Richmond Publishing, S.A de C.V 2010, p. 28-37.

PART II

ADAPTED FROM: Reading Paths Student Book Level 4. First Edition: January 2010. Seventh Print: March 2013, Santillana USA Publishing Company, Inc. D.R. Richmond Publishing, S.A de C.V 2010, p. 38-39

Reading comprehension after Shadow reading Strategy (reading with the audio CD)
complete the following sentences.

1. Jesse Owens was born in _____
2. To help his family Jesse had _____
3. When Jessie started to attend Cleveland East Technical High school. Charles Riley was impressed because _____.
4. At the beginning the reason why Jesse could not practice after school was _____.
5. Jessie was an African American, they had some restrictions like _____.
6. Jessie set three _____ in 1935. He competed in the long jump, the 220-yard dash, and hurdles.
7. In Germany Jesse participate in _____ games.
8. He was the first African American to win _____ in the Olympic Games
9. Jesse trained amateur athletes for _____.

10. Jesse proved that African Americans could be successful athletes, that people should not be treated differently because of the color of their skin. In 1976, Jesse had the highest honor he receive _____.

Think about how Jesse Owens responded to the challenges he faced. Would you have acted in the same way? Why or why not? Write at least one paragraph explaining how you face your challenges in your life and what you can learn from Jesse Owens's story.

Appendix H. Group interview's answers phase 1 – sample

Group Chart PHASE 1

Group interview phase I

QUESTIONS	REPLIES
How do you feel when you were listening the audio text from the CD?	St A: Bien, pero un poco insegura porque era mucha información St B: Algunas veces el audio es muy rápido y se me escapa información importante y me pierdo. St C: Es muy confuso se escucha muy rápido además es muy largo. St D: varias ideas la entiendo, pero hay unas específicas que debo tomar para responder la guía y no las escucho las dejo en blanco por eso.
Could you give some suggestions for understanding better the texts when you listen?	St A: Que el audio sea más despacio St B: Creo que no se puede que el audio sea más despacio pero, podría ser que lo pararas y nos explicaras y creo que es muy largo nunca terminaríamos. St C: Sugiero que nos leyeras tu (la docente) y nosotras te escuchamos (todo el grupo está de acuerdo con la idea de esa compañera)

QUESTIONS	REPLIES
	St D: Cuando nos lees tu es mejor porque podemos ver tú haces las voces como si fueras un personaje y eso es divertido, además lees más despacio y te entendemos.
Is it good the extension of the text you read on Wednesdays?	St A: Si, está bien la extensión de la lectura pero tardamos mucho tiempo y me pierdo. St B: Si, está bien pero hay que recordar mucha información que hay allí.

Appendix I. Interventions – phase 2**INTERVENTION PHASE 2****Task 1**

Read the passage.

	ASPAEN GIMNASIO CANTILLANA	READING FOURTH GRADE____
NAME: _____		DATE: _____

An Wang, Immigration.

In 1892, the United States government passed a law that did not allow Chinese people to **immigrate** to this country. During the World War II, this law was changed. In 1945, Wang learned about special program to send **engineers** to study in the United States. He applied to the program and was accepted. Wang left China and immigrated to the United States.



He studied applied physics at Harvard University in Massachusetts. He earned a Master of Science degree in 1946. Two years later, he received a Ph.D. This doctoral degree is the highest degree available at a University. It took hard work for Wang to finish his degree in such a short time.

In 1949, Wang married Lorraine Chiu. She was also an immigrant, she had come to the United States to go to college. Wang and his wife became United States **citizens** in 1955. They had three children.

Taken from: Spotlight on English student book level 4, p. 150. First Ed: January 2010. Santillana USA Publishing Company, Inc D.R. Richmond Publishing , S.A.

General ideas

The passage is about

Answer the following questions according to the reading “An Wang, Immigration”

1. During World War II a law was changed and _____ to immigrated to the United States.
2. Wang profession was _____.
3. Wang applied to a program special for engineers and he was accepted, he left his county China and _____.
4. In Harvard University he studied _____.
5. He earned a Master of Science in 1946. And two years later he earned the highest degree available at a University _____

6. Wang's wife was Lorraine Chiu, she was from _____ and _____ to the United States.
7. A person who has the right, by birth or naturalization, to live in a country is a _____.
8. You think that an immigrant is _____.



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READING
FOURTH GRADE____

NAME: _____ DATE: _____

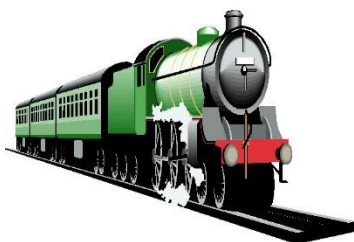
Phase 2 – Task 2

Directions to the group

I will read a story, then you will answer some questions about it by circling the correct picture.

Now listen to the story.

1. How did the family travel to the United States? Circle the picture



2. What did the technology company make?



3. How did Kiran feel when she got to her new home?



4. What currency did the father change rupees for?



5. The family was going to live in _____.

6. The family immigrate to the United States because Kiran's father wanted a _____.

7. Kiran thing everything would be fine because of the warm _____.

Taken from: Spotlight in English Assessments Techer's Manual Level 4. First Edition: January 2010, Santillana USA Publishing Company. Inc. Richmond Publishing S.A.

KIRAN'S FAMILY

Read the story. Then you will answer some questions about it.

Kiran, her mother, and her father took a plane to the United States of America. Her father was going to work for a technology company that made computers. Kiran's Father took the job because it was better than the one he had. Kiran knew everything would be different. She lived in a large city in India, but she would be living in a small town in the United States. At the airport, her father changed rupees for dollars. When they got to their new home a group of friendly people greeted them. Kiran was happy because of the warm welcome. It made her think everything would be fine.



1. Kiran and her family immigrate to the United States by _____.
2. They came to America because _____.
3. Kiran and her family were from _____.
4. In India the currency is _____ and in the United States are _____.
5. A group of friendly people received Kiran and her family when _____.
6. Kiran felt _____ when she got to her new home.
7. _____ in the United States Kiran was going to live with her family.

Adapted from: Spotlight in English Assessments Teacher's Manual Level 4. First Edition: January 2010, Santillana USA Publishing Company, Inc. Richmond Publishing S.A.

	ASPAEN GIMNASIO CANTILLANA	READING FOURTH GRADE____
NAME: _____		DATE: _____

Phase 2 – Task 3



Why people Emigrate

Native Americans were the first people to live on the land that is now the United States. However, The United States is considered a country of immigrants. Most American can trace their roots back to other countries. People from distant countries have been settling in this country for hundreds of years. Before 1900, most immigrants came here from Europe. From the 1900's through today, immigrants have come from almost every continent.

People emigrate from different reasons. Many leave their home countries to look for a better lie. They may hope to earn more money or find better jobs on another country. They may be looking for freedoms that do not exist in their home country. Some people emigrate simply for the love of adventure.

Other people may seek asylum. They may leave their home countries because of difficult or dangerous conditions. If there is a war in their home country people may fear for their lives. Some people belong to a group that is being persecuted and treated unfairly. They leave to protect themselves and their families.

KEY WORDS

Asylum
Continent
Drought
Emigrate
Famine
Freedoms
Native
Persecuted
trace

Natural disasters also cause people to emigrate. For example, a drought in an area can dry up the land. This will affect how crops grow and may cause a famine. A severe storm can damage a region. The people could be left homeless and hungry. They may emigrate to establish their lives in a better, safer environment.

Taken from: Spotlight on English student book level 4, p. 170. First Ed: January 2010. Santillana USA Publishing Company, Inc D.R. Richmond Publishing , S.A.

Now complete the following sentences according to the text.

1. Name the reasons why people emigrate

2. Colombian people immigrate to the United States. In 2006, approximately 43.151 people left the country. What do you think the main reasons for people from Colombia were to emigrate?
Why?

Writing

Imagine that your school would like to have students from other countries come here to study for a year. Write two paragraphs story about a girl who comes to Cantillana and her feelings on the adapting process. Include the following information.

- Choose a name for your story character and the country she came from
- Include her grade, feelings (when she gets to school and arrived in Colombia)
- Do you think it is a good idea? (to have a girl from another country at Cantillana) Why or why not?
- What effects could this idea have on your school and on foreign students?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



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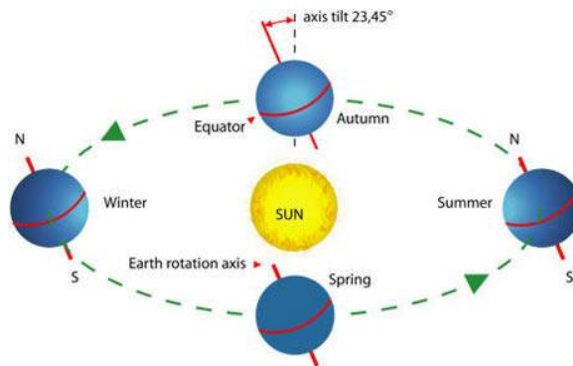
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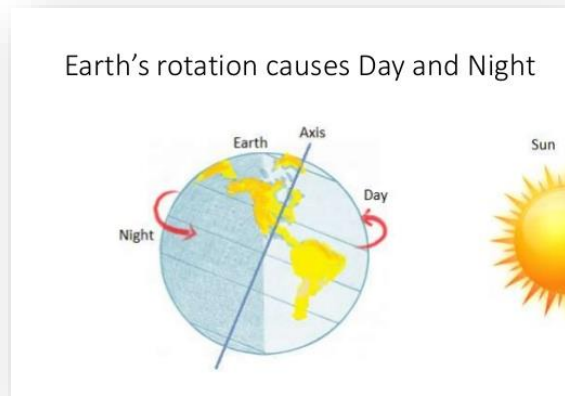
PHASE 2 – TASK 4

DAY, NIGHT, AND THE SEASONS

As Earth revolves around the Sun, it also rotates, or spins around, an imaginary line called and axis. This rotation causes day and night. During the rotation, one side of the Earth faces the Sun. This side is in daytime. The other side facing away from the Sun is nighttime. Each rotation of Earth takes twenty- four hours, or one day.



The seasons of the year are caused by the tilt of the Earth's axis. They are also caused by Earth's revolution around the Sun. Different parts of Earth receive direct sunlight than others at different times of the year.



When the Northern Hemisphere of Earth tilts toward the Sun, this area enjoys the warm days of summer. The Sun's rays are stronger in summer. The hours of daylight are longer. When the Northern Hemisphere of Earth tilts away from the Sun, the cold days of winter arrive. The Sun's rays are

weaker. There are fewer minutes of daylight. Some places have only few hours of daylight in the winter.

In between the summer, months and the winter months come the seasons of spring and fall. In spring, Earth is drawing closer to the Sun. It is moving farther away.

TAKEN FROM: Reading Paths Student Book Level 4. First Edition: January 2010. Seventh Print: March 2013, Santillana USA Publishing Company, Inc. D.R. Richmond Publishing, S.A de C.V 2010, p. 68-69.

ANSWER THE QUESTIONS ACCORDING TO THE TEXT

1. The purpose of the passage is _____.
2. Day and night is caused by _____.
3. The axis function is _____.
4. Daytime occurs when _____ and nighttime occurs when _____.

5. When different parts of Earth receive more direct sunlight than others at different times of the year, occurs _____.
6. You know that summer is coming when _____.
7. When the Sun's rays are weaker, it's _____ season.
8. Between the summer and winter come _____.
9. In Spring the Earth _____.
10. When the Earth is moving farther away, it's _____.

Complete the sentences after listen and read the passage.

1. The purpose of the passage is _____.
 2. Day and night is caused by _____.
 3. An imaginary line around which Earth spins or rotates is called _____.
 4. Daytime occurs when _____ and nighttime occurs when _____.
 5. When different parts of Earth receive more direct sunlight than others at different times of the year, occurs _____.
 6. You know that summer is coming when _____.
 7. When the Sun's rays are weaker, it's _____ season.
 8. Between the summer and winter come _____.
 9. In Spring the Earth _____.
- When the Earth is moving farther away, it's _____.



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READING

GIMNASIO CANTILLANA

FOURTH GRADE____

NAME: _____ DATE: _____

PHASE 2 – TASK 5**BUTTERFLIES**

Once upon a time, a girl lived in a small village in Africa, she liked to catch butterflies and keep them in jars. One day, she decided to set a butterfly free. She went outside and opened the jar, and soon the butterfly flew out. The girl went back into her house with her empty jar.

The butterfly flapped its wings as it flew up a tree, it landed on the branch of the

KEY WORDS

- Flapped: move up and down.
- Jar: Cylindrical container.
- Land – landed: To come to and.
- Breeze: a wind
- Cliff: High face of a rock.
- Gust: Strong blast of wind.
- Blow- blew: Emit air
- Hurricane: Violent storm with intense severity

tree. The flapping of the wings created a small

breeze that blew some leaves on the ground. The

leaves on the ground blew to the edge of a cliff

and fell over the edge. They created a small gust

of wind that pushed the air and the leaves up into the sky,

making a bigger gust of wind.

The big gust of wind pushed the air farther up in the sky. It

became stronger as it rose. Some small breezes joined the gust of wind. Together they became a



strong wind that blew across the Atlantic Ocean. It picked up some water from the ocean and blew even harder. The wind found a big storm and picked up even more water. Together they created an enormous storm that soon became a hurricane. When it reached land, the hurricane caused a great deal of damage to homes along the coast.

Moral: Small event can have big effects.

Taken from: Spotlight on English student book level 4, p. 196. First Ed: January 2010. Santillana USA Publishing Company, Inc D.R. Richmond Publishing , S.A.

PART I: Silent reading. Complete the sentences according to the text information.

1. The general idea of the passage is _____
2. The girl liked _____.
3. The first place where the butterfly land _____
4. A small gust of wind was caused by _____
5. Across the Atlantic Ocean _____
6. A hurricane is a combination of _____
7. At the end when the _____ reached the land caused a great damage to homes.

PART 2: Listen and read. Answer the questions.

1. What is the main idea of the passage?

2. Who likes to catch butterflies and put them in a jar?

_____.

3. How is call the wings movements?

4. How was create a small breeze?

5. What is a gust of wind?

6. What is a hurricane?

7. When did the hurricane cause a great deal of damage?

8. Why do you think small events can have big effects?



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READING

FOURTH GRADE____

NAME: _____ DATE: _____

DRAW the process how a small breeze become a hurricane and describe the process.

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PHASE 2 – TASK 6

STUDYING ASTRONOMY

Read the text

The class was excited because they were going to learn about Earth and the Solar System. The teacher told them they would work in five groups to find information about different topics. The topics they are going to investigate were The Solar system, the rocks, Earth, the Moon and the Sun.



The first groups studied the solar system. They discovered that the Solar System is made up of eight **planets that orbit the Sun**. The solar System planets are classify in two: Inner planets or terrestrial and Outer planets or giant planets.



Inner planets which are; Mercury, Venus, Earth and Mars they are called Inner planets because those planets have rocky composition, few or no Moons and no rings systems. Outer planets are Jupiter, Saturn, Uranus and Neptune which are consider ice giant because they are composed primarily of gas.

The second group studied different kinds of rocks. They found out that lava from volcanoes cools down to make igneous rocks. The third group studied planet Earth. They found out that Earth is the third planet from the Sun. It takes Earth approximately 365 days to go around the Sun. The group number four studied the Sun and discover that, it a big yellow star. The Sun is the centre of our solar system. It provides Earth with solar energy in the form of heat and light. Without the Sun, there could not be life in Earth. Plants use the light from the Sun to make their own food. People have also recently learned to convert the power of the Sun's light and heat electricity

In addition, the fifth group studied the Moon, they found out main interesting facts about it, for example The Moon is a satellite that travels in circles around, or orbits, Earth in 29.5 days. The light that we see on the Moon comes from the sun. Sunlight bounces off the surface of the Moon and becomes moonlight. The class had fun learning new things.

Key words

- **Orbit:** go around
- **Lava:** Fluid rock

Adapted from: Spotlight in English Assessments Teacher's Manual Level 4. First Edition: January 2010, Santillana USA Publishing Company. Inc. Richmond Publishing S.A.
https://en.wikipedia.org/wiki/Solar_System

PART I: Listen and read Complete the sentences.

1. The main idea of the class was _____.
2. A star _____.
3. Outer planets are called because _____.
4. A satellite _____.
5. The third planet from the Sun _____.
6. Lava from Volcanos becomes _____.
7. Moonlight is produced by _____.
8. The Sun is necessary _____.

PART II: Read by yourself and answer the following questions.

1. What is the class purpose?

2. What is the difference between Inner planets and Outer planets?

3. Which are the planets consider ice giant?

4. Look for the underline phrase in the text. What does it mean **“planets that orbit the Sun”**?

5. How are rocks formed?

6. Why is the Sun necessary for plants?

7. How many does the Earth take to go around the Sun?

8. How is Sunlight produce?

Critical thinking. Establish the differences between the Sun and the Moon and they reasons why they are necessary for our planet Earth.



FOURTH GRADE _____

SUBJECT: READING

NAME: _____

DATE: _____

PHASE 2 – TASK 7**TRAVELING ABROAD**

My name is Ellissa. When I visited Japan, I stayed with Sato family in Tokyo. Tokyo is the largest city in Japan. It is also very crowded. Mr. and Mrs. Sato share a small apartment with their two children, Aiko and Yoshi. Every day, Mr Sato rides the train to work very early in the morning. He comes home very late at night. Aiko and Yoshi ride the train to school. Mrs. Sato stays home. She said it is her job to take care of the house and the older members of the family.

KEY WORDS:

- Crowded: Full of people.
- Apartment: a set of rooms for living in, Members: a person, animal, or thing that is part of a group.
- Mattresses: the part of a bed, made of a strong cloth cover filled with firm material.
- Futons: a type of mattress, originally from Japan, that can be rolled up, or a bed or seat made from such a mattress.
- Pillow: used for resting your head

The Satos do not have beds like the ones we have in the United States. At night, Mrs Sato takes some futons out of a closet. The futons are thick cotton mattresses. She puts each futon on a tatami, or straw mat. Then, Mrs. Sato puts pillows and blankets in the futons to make them comfortable. In the morning, everyone rolls up the futons and tatamis. Then, the bedding is stored in a closet. When it is time to eat, the Satos put a low table

in the middle of the room, instead of sitting on chairs, they sit on pillows. The table and the pillows can be put away after eating.

I really learned a lot about Japanese culture during my visit.

Read the text and complete the sentences after you read.

1. Tokyo is consider crowded because _____
2. Futons are used in Sato's family for _____
3. The main of transport Mr Sato rides every morning is _____ when he goes to work.
4. The passage expose how _____ families live.
5. Mrs. Sato works _____.

Listen and read. Complete the following sentences

1. Ellissa is from _____.
2. The Satos put a low table in the middle of the room when _____.
3. _____, learned a lot about Japanese culture.

4. The futons are taken from _____.
5. _____ live in a small apartment.

Write about the new things you found different from the Japanese culture and describe how you do it in your own culture Colombia.

Taken from: Spotlight on English student book level 4, p. 60. First Ed: January 2010. Santillana USA Publishing Company, Inc D.R. Richmond Publishing , S.A.



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B U C A R A M A N G A

FOURTHGRADE_____

SUBJECT: READING

NAME: _____

DATE: _____

PHASE 2 – TASK 8**THE SAFETY HOOD**

In 1911, a tragic fire at the Triangle Shirwaist Factory in New York City killed 148 people. Smoke



kept rescue crews from entering the burning building. The smoke could have damaged their lungs or even killed them. Garret Morgan wanted to invent something that

KEY WORDS

- Hood: head covering
- Burn: Set a fire.
- Award: to win a Price.
- Mask: Face covering

could protect a firefighter from smoke gas. The result was a special hood

that Morgan called a safety Hood. This hood was made of canvas and fit over a person's head. It had two tubes. One tube was for breathing in clean air from the ground below the smoke. The other tube was for breathing out air. In 1914, Morgan received a patent for his safety hood.

Garret Morgan's invention received plenty of attention in 1916. There was a tunnel explosion at the Cleveland Waterworks on Lake Erie. Workers were trapped in the tunnel. Rescuers could not reach them because of dangerous gases in the tunnel. The Cleveland police asked Morgan to help rescue the workers. Morgan and his brother wore safety hood into the tunnel. They were able to rescue some of the trapped men without being overcome by smoke and gases. Morgan was awarded many honours by the city of Cleveland and the firefighter. People called him a hero.

Newspapers around the world wrote about the rescue. Many people, especially firefighters, were interested in learning more about Morgan's safety hood. He received many orders to by the safety hood. During the Wold War I, soldiers' lives. They kept poisonous gases from harming the soldiers. Morgan's safety hood earned awards from the International Association of Fire Chiefs. He was also recognized by the International Exposition of Sanitation and Safety. Some gas mask used today are based on Garrett Morgan's safety hood invention.

Taken from: Spotlight on English student book level 4, p. 218-219. First Ed: January 2010.

Santillana USA Publishing Company, Inc D.R. Richmond Publishing , S.A.

Watch the video

This Inventor Risked His Life on His Own Invention

<https://www.youtube.com/watch?v=TQ5KXM0aGw8>

READING WITH A PARTNER. COMPLETE THE SENTENCES

1. _____ were killed in a tragic fire at the Triangle Shirwaist Factory in New York City.
2. The reason why the rescue crew could not enter to safe the people who were in the burning building was _____.
3. A tunnel explosion was located in _____.
4. Base on _____ gas mask are created.
5. A hood is _____.

AFTER SHADOW READING

Complete the sentences.

1. The hood is made of _____.



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B U C A R A M A N G A

FOURTH GRADE _____

SUBJECT: READING

NAME: _____

DATE: _____

PHASE 2 – TASK 9

The Maine Idea

November 15, 1873

www.dailynews.com

THE WORLD'S FAVOURITE NEWSPAPER

- Since 1879

Patent to Woman Inventor



By Michael Polanski

--Springfield, Massachusetts-- When Miss Margaret E. Knight moved to our town, she worked at the Columbia Paper Bag Factory. At the factory, two types of bags were made. One type of bag was narrow with an envelope-shaped bottom. These bags were made on a machine. The other type was a flat bottom bag. These had to be folded by hand. The flat-bottom bags were much more expensive to produce.

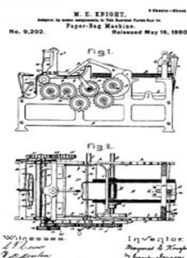
Miss Knight decided to find a way to make flat-bottom bags by machine. "I wanted to make a better paper bag with a square bottom," she said. She studied the machine that folded the envelope-shaped bags. After work, she drew many designs, and in 1868, she finished her design of a machine to fold and glue the bag.

Design Stolen

Miss Knight hired a machinist to build her machine so she could apply for a patent. Mr. Charles Annan of Boston must have watched the machinist who was building Miss Knight's machine, and he applied for a patent for a bag-folding machine that was just like Miss Knight's. Miss Knight filed a patent infringement suit against Mr. Annan. Mr. Annan told the U.S. Patent Office, "A woman could not invent a machine like this. This is my invention."

Miss Knight wins patent

Miss knight showed the Patent Office all her sketches and notes that she had made. The Patent Office concluded that Miss Knight had invented the machine first. In 1871, Miss knight received the patent for the machine. Mr. Annan got nothing. It was one of the first patents given to a woman. Mr. Annan said, "I didn't think that anyone would believe that a woman could invent such a machine. I guess I was wrong."



Taken from: Spotlight on English student book level 4, p. 232. First Ed: January 2010. Santillana USA Publishing Company, Inc D.R. Richmond Publishing, S.A.

PART ONE - SHADOW READING

Complete the sentences using a least three words.

1. The news article is about _____.
2. These bags were made on a machine _____.
3. Miss Knight's design was stolen by _____.
4. Miss Knight wins a patent for _____.
5. The function of the machine was _____.
6. The reason why Mr. Annan thought he could win the patent was
_____.

PART TWO – READING IN PAIRS

Complete the sentences after you have read the text again.

1. According to the news article a patent is _____.
2. This event took place in _____.
3. These bags were folded by hand _____.
4. Miss Knight invented a machine for _____.
5. The reason why Miss Knight hired a machinist was _____.
6. This woman received one of the first patent _____.

PART 3: Look at the news article *“Patent to Woman Inventor”*. Use the chart below to identify these elements of the article.

1. Headline:	
2. Byline:	
3. Dateline:	
4. Subheads:	

Pretend you and your classmate have each invented something new. Write a newspaper article in at least two paragraphs about your classmate invention. To organize your article, use the chart in PART 3 again

1. _____

3. _____

2. _____

4. _____

_____.

4. _____

_____.



Aspaen

Gimnasio Cantillana

B U C A R A M A N G A

FOURTH GRADE _____

SUBJECT: READING

NAME: _____

DATE: _____

PHAE 2 - TASK 10**Fable: THE OWL AND THE GRASSHOPPER**

The Owl always takes her sleep during the day. Then after sundown, when the rosy light fades from the sky and the shadows rise slowly through the wood, out she comes making sounds from the old tree. Now her weird "hoo-hoo-hoo-oo-oo" echoes through the quiet wood, and she begins her hunt for the bugs and beetles, frogs and mice she likes so well to eat.

anything disturbed her while she was sleeping. One warm summer afternoon as she sleep in the old tree, a Grasshopper nearby began to sing an annoying song. The owl's head came out from the old three.

"Get away from here, sir," she said to the Grasshopper. "Do you have manners? You should at least respect my age and leave me to sleep in quiet!"

But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old three. Then he sang even louder and still louder tone.



The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. So she laid aside all rude words and spoke very kindly to



him.

"Well sir," she said, "If I must stay awake, I am going enjoy your singing. Now that I think of it, I have a wonderful wine here, sent me from Olympus, Please come up and taste this delicious drink with me. I know it will make you sing beautiful."

The foolish Grasshopper was surprise by the Owl's words. Up he jumped to the Owl's house, but as soon as he was near the old Owl could see him clearly, the Grasshopper went close the Owl and, she ate him up.

TAKEN FROM: *Fables of Aesop; a complete collection* webpage <http://fablesofaesop.com/the-grasshopper-and-the-owl.html>

PART 1: SILENT READING

Complete the sentences using at least three words.

1. The main characters are _____.
2. The reason why the owl was very rude with others was because _____.
3. The main idea of the fable_____.
4. The Grasshopper and the Owl were located in _____.
5. _____to disturb the Owl while she is sleeping.
6. The Owl offered wine to the grasshopper because _____.

7. At the end of the story the Owl _____.

PART 2. SHADOW READING

Answer true (T) or false (F)

1. The old Owl always sleeps during the night (____)
2. A Grasshopper began to sing an annoying song while the Owl was sleeping (____)
3. In the fable the Owl and the Grasshopper are in the forest (____)
4. The Grasshopper was very rude with the Owl and sang even louder (____)
5. The Owl stopped singing and became Grasshopper's friend (____)
6. The Owl had a wonderful orange juice (____)
7. The Owl ate the Grasshopper (____)

PART 3: WRITING

a. Use the chart below to help you plan to write a fable of your own

What will be the moral of your fable?	
What characters will be in your story?	
What words describe each character?	
Where will your fable take place?	

Appendix J. Group interview's answers phase 2 – sample

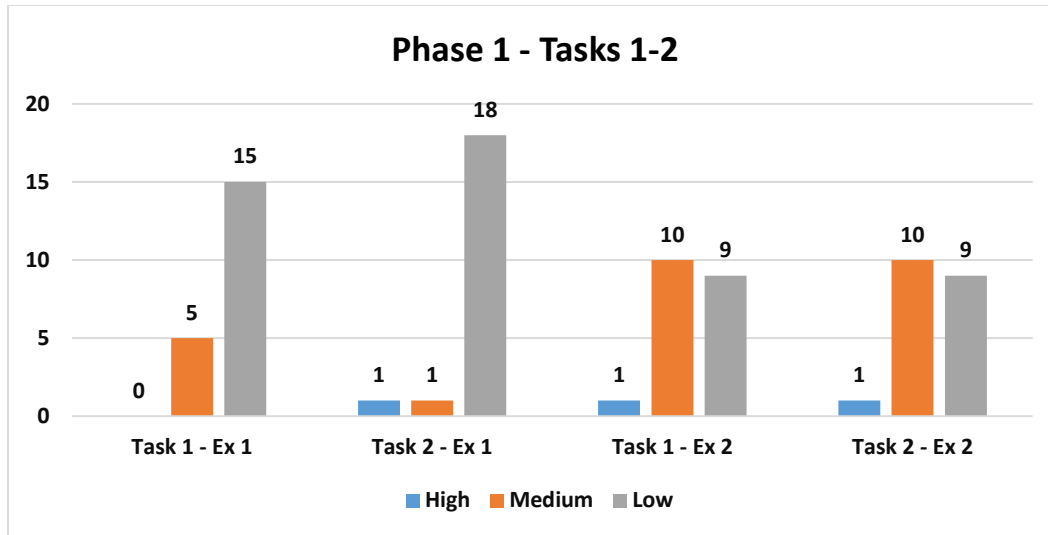
Group Chart PHASE 2

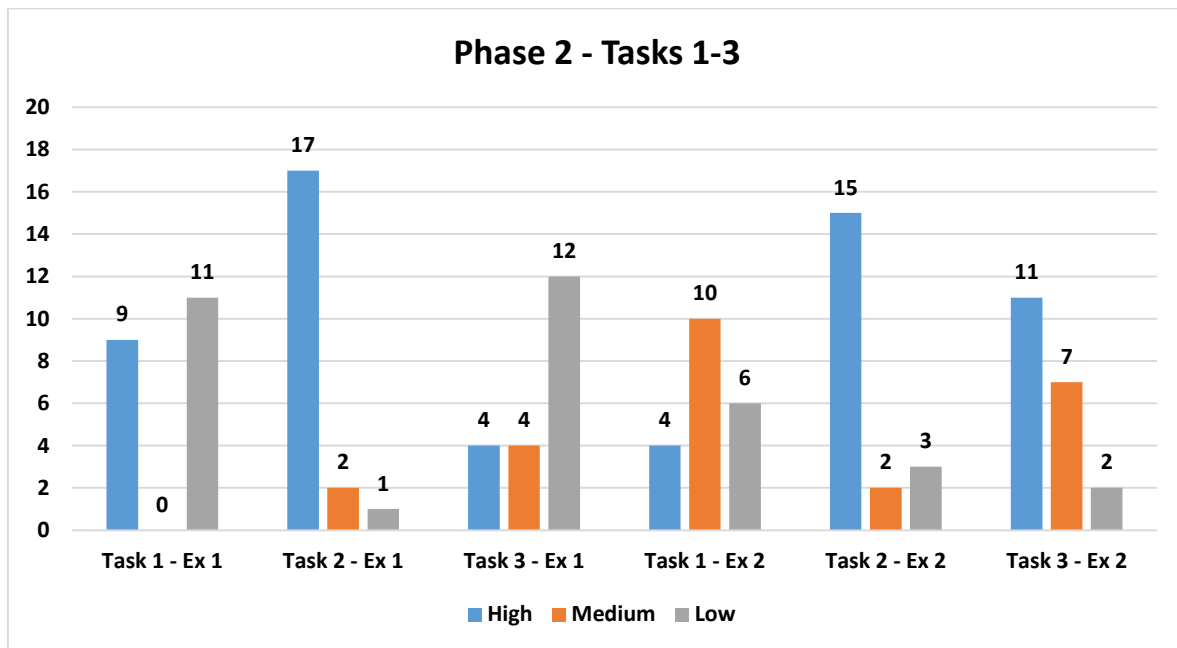
Group interview Phase 2

QUESTIONS	REPLIES
When you read (in exams, in class, at home or just for pleasure). How do you know you comprehend the text?	St A: Porque al leer entiendo la idea el mensaje que dice el texto St B: Porque es interesante lo que leo. St C: En el colegio por ejemplo, sé que comprendo porque respondo las preguntas fácilmente, las que te preguntan sobre el texto. St D: Tengo ideas claras. St E: Cuando es en inglés yo lo comprendo más fácil gracias a las “key words” (palabras claves) St F: Sé que comprendo cuando tengo claridad de todas las situaciones o temas del texto. St G: Cuando comprendo las palabras, ósea el significado.
Which are the main difficulties you have to comprehend a text? What do you do to	St A: La palabras desconocidas son mi mayor dificultad, para comprenderlas me ayudo con las “key words list” (lista de

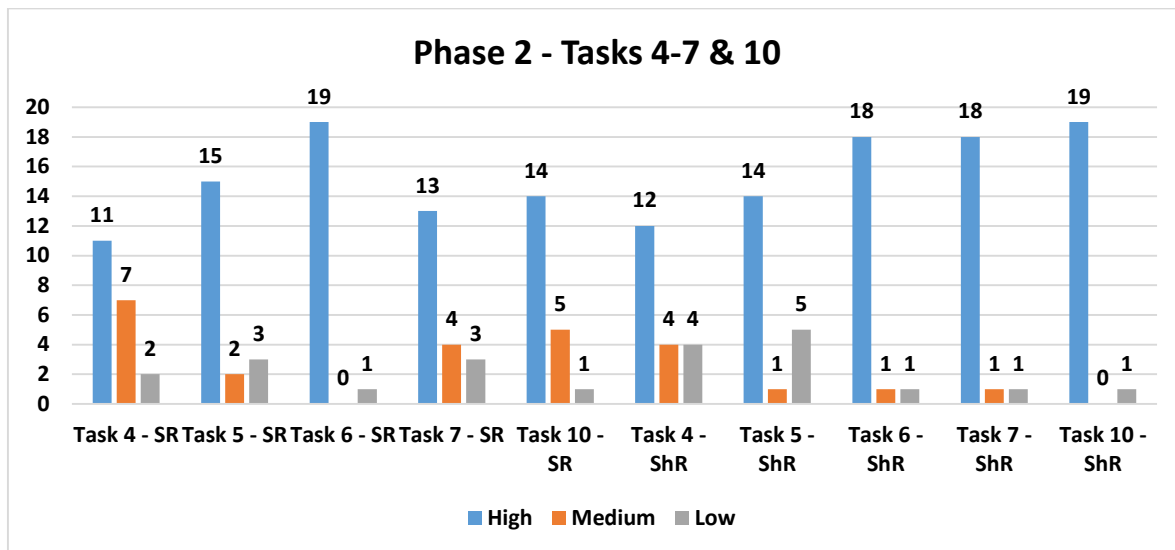
QUESTIONS	REPLIES
resolve those difficulties and comprehend the text?	palabras claves” que nos das (proporciona la docente). St B: La principal dificultad concentrarme. ¿Cómo la soluciono? Imaginando que las cosas que leo suceden. St C: Cuando no capto la idea principal (dificultad). Lo soluciono preguntándole a la docente o me guio con la idea anterior. St D: No comprendo las preguntas que me hacen del texto. Esto lo soluciono regresándome a leer nuevamente.
When you teacher reads the text, it is easier to comprehend the text? Why?	St A: Si, por la pronunciación que ella hace de las palabras. St B: Si, porque algunas veces para y checa si hemos comprendido. St C: Si, la docente da ideas ejemplos. St D: si, me concentro más cuando escucho la docente leyendo. St E: Si, cuando explica la idea en otras palabras, en ingles obvio. St F: Hay mayor concentración cuando tú nos lees (la docente) St G: Si, la docente se expresa, cambia de voz Y haces gestos. St H: La docente hace preguntas para verificar si estamos comprendiendo.
Do you think you have improved your Reading comprehension with the activities	St A: Si, porque hemos aprendido más vocabulario.

QUESTIONS	REPLIES
carried out on Wednesdays? Why? How do you know it?	St B: Si porque leía mal en inglés y escuchándote mejoro mi pronunciación. St C: Si, leíamos y no me preocupaba por cada palabra sino por comprender ideas. St D: Si, porque he aprendido palabras nuevas. St E: Si porque leíamos varias veces de diferentes formas, te escuchábamos, luego leíamos, luego en parejas, a veces solitas. St F: Si porque no necesitaba ver el texto nuevamente. Shadow Reading me permitía ver el texto de distintas maneras. St G: Si, porque con la estrategia que trabajábamos era más fácil entender. St H: Si, aprendí como identificar las ideas principales en Inglés. St I: Si, a usar otras formas de expresar ideas y escribir textos parecidos a los que leíamos. St J: Facilita comprender en otras áreas acá en el colegio. St K: Al comprender bien un texto hace que pueda comprender las preguntas y responderlas. St L: Conocimos de otros temas, historias de personajes interesantes, problemas cuando la gente se va del país, las costumbres de otros países.

Appendix K. Phase 1 – Tasks 1–2 Results

Appendix L. Phase 2 – Tasks 1-3 Results.

Appendix M. Phase 2 – Tasks 4-7 & 10 Results



Appendix N. Phase 2 Tasks 8 & 9 Results